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ABSTRACT

This curriculum guide for teachers of levels 1, 2, 3, and 4 French stresses the development of basic language skills and an increased understanding of cultural aspects of the country. Each of the course levels is outlined in these areas: (1) guiding principles; (2) course objectives; (3) content and scope--topics, structures, vocabulary, and culture; (4) suggested activities; (5) methodology; and (6) student evaluation. An extensive, functional vocabulary list is provided for each level. Appendixes include a directory to supplementary instructional materials, and a bibliography is provided. (RL)

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FRENCH

LEVELS I, II, III, IV

BUFFALO PUBLIC SCHOOLS BUFFALO NEW YORK
DIVISION OF CURRICULUM EVALUATION AND DEVELOPMENT

1970

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BUFFALO, NEW YORK

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FOREWORD

For decades, modern languages have been taught in high schools in the city of Buffalo. In recent years, foreign language courses have been introduced in junior high, middle, vocational and some elementary schools. The emphasis on foreign language learning has shifted from its primary concern with language as literature to language as communication. As the pupil develops an ability to understand and speak a new language, he should become more and more aware of the customs and institutions of the people who use this language as well as the significant features of their country – the geography, economy, government, history, literature, music, and art.

A committee was organized to prepare a guide which would help teachers introduce French to pupils with these new goals in mind. Everyday French is intended as a guide to teachers in the development of the foreign language skills of listening, speaking, reading, and writing, and for the encouragement of an awareness of the French culture and civilization.

I should like to commend the committee of teachers, which under the direction of Dr. Joseph Vocolo, Director of Foreign Languages, has prepared this excellent guide.

Joseph Manch
Superintendent of Schools

STATEMENT OF PHILOSOPHY

As the United States has become more involved in world affairs, awareness of the importance of language has increased. Knowledge of foreign languages has become indispensable to such fields as diplomacy and foreign trade, and is extremely valuable to the cultural development and technological advance of any nation.

Studying a foreign language is no longer a cultural luxury. It is our responsibility to provide as many children as possible with necessary language skills. We must now aim to achieve much more in foreign languages in school than we attempted before. We must interest a larger number of pupils in the study of foreign language and encourage them to continue long enough to become proficient. The National Association of Secondary School Principals has recommended that all pupils should have the opportunity to elect foreign language study and to continue it as long as their interest and ability permit. An experience with a foreign language should be offered as an element in the general education of every American boy and girl.

The Jet Age has necessitated a change in the goals and methodology of foreign language teaching, and modern aims now include the following:

1. To bridge the gap between our culture and those of others through the recognition of the universality of human relationships, and to emphasize the fact that there are many ways of doing things.

2. To make students aware of their heritage which has been enriched by the contributions of the peoples of other nations.

3. To strive for the personality enrichment of our pupils by increasing their self-esteem, self-confidence and their ability to communicate with others.

4. To introduce the pupils to different modes of thinking.

5. To quality our pupils for economic improvements.

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LEVEL I

GUIDING PRINCIPLES

Teaching Everyday French presents a new and challenging experience that will require a somewhat different approach. In order to achieve goals which are immediate and satisfying, these goals must be simple and concrete rather than complex and abstract. Attention must be given to the selection of activities which are appropriate to the maturity level of the pupils.

As a rule, textbooks do not adequately provide for a gradual introduction of new concepts or for abundance of repetition and reinforcement. Teachers must therefore, plan to provide many supplementary classroom experiences. The teacher must also identify opportunities which supply realistic practice in skills by communicating ideas in daily classroom activities.

Pupils should learn the basic sound system of the French language in functional expressions before learning to read and write it. Thus, the first unit should be strictly audio-lingual. The sequence of learning French should be listening, speaking, reading and writing.

Experience proves that the textbook should not be issued until the satisfactory completion of the first unit. The use of audio-visual materials such as maps, filmstrips, charts, transparencies, slides, films and flash cards, is highly recommended. During the prereading period, if any work is to be assigned, it should preferably be in the area of culture. Use of English is suggested for the original presentation of cultural material, but subsequent references to this material may be in the target language.

OBJECTIVES

I. Linguistic

A. Presentation of sufficient material to enable the pupils to identify and describe themselves, their families, classmates and friends, and to talk in fundamental terms about their daily experiences at home, school, work and recreation.

B. An emphasis on the skills of aural comprehension and speech. Reading and writing of recombined expressions will be used for reinforcement.

II. Cultural

A. A basic understanding of the life and customs of the French people.

B. The acquisition of sufficient knowledge of the values and behavior of the French people to encourage a willingness to understand the French way of life.

C. A knowledge of significant geographical features of France.

D. An appreciation of French contributions to the American heritage and contemporary culture.

On the first level, pupils will respond readily to concrete situations in their immediate environment. For this reason, vocabulary and structures based on these experiences are to be used. This course of study will be based on a topical approach and will embrace in a general way, the first half of the text used.

I. THE TOPICS

A. Greetings and Identification

B. School Life
1. The school
2. The classroom
3. The subjects
4. The teacher
5. The classmates
6. Sports and other forms of recreation
7. The numbers 1 - 100.
8. Time and the calendar
9. Weather

C. Family Life
1. Members of the family
2. The home
3. Getting up and going to bed
4. Clothing
5. Meals
6. Weekend schedule

D. The Neighborhood
1. The street
2. Shopping
3. Health Services
4. Public services
5. Neighbors
6. Restaurant

II. STRUCTURES

Grammar structures should be introduced with vocabulary. They should be employed to attain previously stated objectives and used as their need arises, regardless of their place in the structural chart.

In this guide, the number of structures is limited to those which are essential for audio-lingual competency. Items which contain abstract concepts are avoided.

Structures must be presented so that pupils understand the functions as demonstrated by their usage and so that they become part of the pupils' habit of expression. They should be taught by using them in carefully constructed drills in the foreign language. Grammatical explanations, if given at all, should follow the use of the structures, and reinforcement of desired language habits will take the form of additional drills.

The New York State Syllabus recommends that a combination of the following factors determine the sequence of the structures.

Their relative simplicity
Their relative importance in the spoken language
Their logical use with other structures to be learned within the grade
Their logical development from structures previously learned.

A. Articles
1. Definite
2. Indefinite
3. Partitive
4. Contractions with *à*
5. Contractions with *de*
6. Use of *de* to show possession

B. Nouns
1. Gender and number
2. Formulation of regular plurals

C. Pronouns
1. Subject pronouns, including *ce*
2. Interrogatives – *qui, que, qu'est - ce que*
3. Disjunctives – to emphasize possession
4. Objectives pronouns, *le, la* and *lui*

D. Adjectives
1. Agreement and position
2. Interrogatives
3. Possessives
4. Demonstratives
5. Formulation of regular femininess

E. Common Adverbs as Vocabulary

F. The Negative *Ne . . . pas*

G. Verbs
1. Present tense of the first conjugation, affirmative, negative and interrogative
2. Present tense of the irregular verbs: *avoir, être, aller, faire and dire*
3. Use of *voici, voilà* and *il y a*
4. Common idioms with *avoir, être, faire*
5. Imperative forms, positive and negative, as needed
6. *Aller* and the infinitive
7. Complementary infinitives
8. Tag questions, *n'est-ce pas?*

9. Use of *est-ce que* with interrogatives

III. VOCABULARY

In the initial phase of language learning, the acquisition of sounds and structures is far more important than building a vocabulary. The number of the lexical items is therefore limited at this stage.

The word and idiom lists represent the everyday vocabulary to be presented. The teacher, using the check-list in this guide, may add or delete as he sees fit. Vocabulary items should be learned in context and in association with familiar words and expressions. The use of visuals – pictures and pantomine will convey meaning without the interference of English. Synonyms and antonyms are effective vocabulary builders. Thus, learning at this level can provide sufficient practice in essential forms and structure patterns.

The teacher must realize that there is a difference between acquiring an active vocabulary, which consists of words the pupil knows well enough to employ in speech and writing, and acquiring a passive vocabulary, which consists of words the pupil is able to recognize in listening or reading.

A. Topical Vocabulary

Cardinal Numbers
le numéro
zéro
1 - 100
cent un
deux cents
deux cent un
mille
un million
mil (date)

Colors
la couleur
blanc, blanche
bleu
blond
brun
gris
jaune
noir
rouge
rose
vert
changer

Family Life
la famille
les parents
le père
la mère
le fils
la fille
l'enfant
le frère
la soeur
le grand-père
la grand-mère
le petit-fils
la petite-fille
l'homme
la femme
l'oncle
la tante
le neveu
la nièce
le cousin
la cousine
maman
âiné
jeune
le chien
le chat
né
vieux, vieil, vieille
aimer
son, sa, ses
mon, ma, mes
ton, ta, tes
le voisin
la voisine
à côté de
le camarade
l'ami
le copain
l'âge
américain
français
connaître
présenter
gentil
grand
petit
gros, grosse
heureux
inquiète
le jardin
le journal
la lettre
pleurer
sympathique
moi
toi

vous
nous
il
elle
leur
eux
fiancé

Getting Up and Going to Bed
la chambre
se lever
se laver
s'habiller
faire la toilette
se coucher
le lit
la lampe
l'appareil
le matin
la nuit
chez
prier

Home
la maison
l'appartement
la salle de bain
l'étage
l'escalier
la salle à manger
la cuisine
la chambre
la porte
la fenêtre
entrer dans
entrer
sortir
habiter
demeurer
la chaise
la table
la lampe
le lit
les repas

Meals
le restaurant
la serviette
le couteau
la fourchette
la cuiller
la tasse
préparer
la cuisine
déjeuner

manger
couper
le repas
le petit déjeuner
le déjeuner
le dîner
la carte
le garçon
le pain
le beurre
la viande
le poisson
le sel
l'oeuf
les légumes
les pommes de terre
le poivre
le sucre
le fromage
le gâteau
vouloir
la carotte
l'éclair
l'épinard
le fruit
le marché
le marchand
la pomme
le poulet
la tomate
le veau
tout
peu (de)
beaucoup (de)
plus (de)
l'eau
le thé
le café
le chocolat
le lait
le vin
le verre
boire
acheter
l'addition
la boulangerie
la boucherie
l'épicerie
la boutique
la serviette
prendre
préférer
aimer
assez (de)
combien (de)

très
rien
bon, bonne

Neighborhood and Services
le quartier
la rue
la maison
les voitures
la ville
le village
la route
la campagne
le centre
le voisin
la voisine
la foire
la fleur
la boutique
le dentiste
le médecin
l'agent de police
marcher
la promenade
riche
pauvre
personne
la place
l'homme
la femme
demeurer
habiter
ensemble
le bruit
où
là
ici
devant
derrière
loin (de)
près (de)
partout
sur
sous

Parts of the Body and Clothing
le visage
la figure
la tête
les yeux
le nez
la bouche
les oreilles
la langue
les dents
la main
les bras
les pieds
les jambes
les doigts
les cheveux
le magasin
la poche
la santé
le chapeau
la robe
la chausette
la chemise
le collier
chic
la jupe
la cravate
le dessert
le manteau
le mouchoir
le pantalon
porter
le veston
le soulier
le sac
sans
cher

School
l'anglais
appeler
apprendre
arriver
asseyez-vous
assieds-toi
attendre
l'autobus
avoir
la bête
la bibliothèque
le bruit
le bureau
le cahier
les camarades
la carte
chanter
la classe
commencer
comprendre
compter
corriger
la craie
le crayon
demander
derrière

devant
devoir
les devoirs
difficile
dire
le drapeau
l'école
écouter
écrire
l'élève
être
étudier
l'exercice
expliquer
facile
la faute
la fenêtre
la feuille
finir
la foire
le français
le garçon
l'histoire
l'image
intelligent
la jeune fille
la langue
la leçon
lire
le livre
madame
mademoiselle
malade
monsieur
montrer
le mot
la musique
le nom
numéro
oublier
la page
le papier
parler
penser
perdre
la phrase
la porte
prêter
le pupitre
le professeur
la question
quitter
le réfectoire
répéter
répondre
la réponse
la salle de classe
savoir
sonner
le stylo
le tableau
noir
le travail
les vacances

Sports and Recreation

amusant
s'amuser
la bicyclette
la balle
le bateau
les boules
le cheval
le cinéma
nager
la natation
la piscine
la plague
sportif
jouer
accompagner
l'avion
le genre
chanter
courir
le copain
danser
le disque
l'eau
ensemble
fatigué
pêcher
le poisson
la promenade
l'auto
aller
les exercices
le film
la fête
la glace
patiner
le patin
le ski
le lac
la radio
la télévision
venir
faire
le téléphone

Time and Calendar

l'heure
la minute
le jour
le matin
midi
l'après-midi
le soir
la nuit
la semaine
le mois
l'an
aujourd'hui
hier
demain
prochain
demi
quart
la montre
l'anniversaire
le cadeau
retarder
en retard
puis
alors
quand
jamais
bientôt
toujours
vite
avant
longtemps
après
maintenant
déjà
la saison
le printemps
l'été
l'automne
l'hiver
les vacances
la fête
Noël
Pâques
lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche
janvier
février
mars
avril
mai
juin
juillet
août
septembre
octobre
novembre
décembre

Weather

le temps
il fait
le vent
la neige
la glace
le soleil
il pleut
il neige
froid
chaud
tomber
mauvais
beau

B. Everyday Expressions

à côté de
à droite
à gauche
à haute voix
à la page
à l'école
aller bien
aimer mieux
à votre santé
apprenez par coeur
avoir . . . . ans
avoir besoin de
avoir chaud
avoir envie de
avoir faim
avoir froid
avoir soif
au revoir
A quelle heure . . .
A qui est . . . ?
bien des
bonjour
Bravo!
C'est aujourd'hui . . .
C'est dommage
Comment allez-vous?
(Très bien, merci. Et vous?)
Comment dit-on?
Comment vous appelez-vous?
(Je m'appelle)

de bonne heure
Ça se peut
d'accord
de rien
donner un coup de téléphone
en français
en retard
en ville
excusez-moi
J'en suis désolé (e)
faire beau (Il fait beau)
faire chaud (Il fait chaud)
faire froid (Il fait froid)
faire plaisir
faire une promenade
il n'y a pas de quoi
il y a
il faut que (je fasse mes devoirs).
merci (bien)
n'est-ce pas?
ne . . . . plus
le matin
le soir
pas du tout
quand même
quelle chance
Que veut dire cela?
Quel âge avez-vous?
Quelle heure est-il?
Il est deux heures
Il est une heure
s'il vous plaît
vient de
tout les deux
tout le monde
tout de suite
voici
voilà
J'ai changé d'avis

C. Alphabetical Checklist

A
à
accompagner
acheter
addition
âge
agent
aider
aimer
âiné
aller
alors
américain
ami
amie
amusant
s'amuser
an
anglais
animal
anniversaire
août
appareil
appartement
s'appeler
après
après-midi
argent
arriver
asseyez-vous
assez
assieds-toi
attendre
au
aujourd'hui
aussi
auto
autobus
automne
autre
aux
avant
avec
aventure
avenue
avion
avoir
avril

B
balle
bateau
beau, bel, belle
beaucoup
bête
beurre
bicyclette
bien
bientôt
blanc
blanche
bleu
blond
blouse
boire
bon, bonne
bonjour
bouche

boucherie
boulangerie
boules
boutique
bras
bruit
brun
bureau

C
ça
cadeau
café
cahier
camarade
campagne
carotte
carte
ce, cet, cette
cela
cent
cent un
centre
certainement
ces
chaise
chambre
changer
chanter
chapeau
chat
chaud
chausette
chemise
cher
chercher
cheval
cheveux
chez
chic
chien
chocolat
choisir
chose
cinéma
cinq
cinquante
cinquante et un
cinquante-deux
cinquième
classe
collier
combien
commencer
comment
complètement
comprendre
compter
connaître
content
copain
corriger
se coucher
couleur
couper
courir
cousin
cousine
couteau
coûter
craie
cravate
crayon
je crois
cuiller
cuisine

D
dans
danser
de
debout
décembre
déjà
déjeuner
demain
demander
demeurer
demi
dent
dentiste
dernier
derrière
des
désirer
dessert
deux
deux cents
deux cent un
deuxième
deux mille
devant
devoir
devoirs
difficile
dimanche
dîner
dire
distrait
disque

dix
dix-huit
dix-huitième
dixième
dix-neuf
dix-sept
doigt
donner
douze
drapeau
du

E
eau
éclair
école
écouter
écrire
élève
elle, elles
employé
en
enfant
enfin
ensemble
entendre
entrée
entrer
épicerie
épinard
escalier
et
étage
États-Unis
été
être
étudier
eux
excusez-moi
exercice
expliqué
exposition

F
facile
faire
falloir, il faut, il faudra
famille
fatigué
faute
femme
fenêtre
fermer
fête
feuille
février
fiancé
figure
fille
film
fils
finir
fleur
foire
fois
formidable
fort
fourchette
français
France
frère
froid
fromage
fruit

G
garçon (boy)
garçon (waiter)
gâteau
genre
gentil
glace
grand
grand-mère
grand-père
gris
gros, grosse

H
s'habiller
habiter
heure
heureux
hier
histoire
hiver
homme
huit
huitième

I
ici
il, ils
image
inquiète
intelligent

J
jamais
jambe

jambon
janvier
jardin
jaune
je
jeudi
jeune
jeune fille
joli
jouer
jour
journal
juillet
juin
jupe
juste

L
la
là
lac
lait
langue
le
leçon
légume
les
lettre
leur (to them)
leur, leurs
se lever
lève-toi
levez-vous
libre
lire
lit
livre
loin
long, longue
longtemps
lui
lundi

M
madame
mademoiselle
magasin
mai
main
maintenant
mais
maison
mal
malade
maman
manger
manquer
manteau
marchand
marché
marcher
mardi
marin
mars
matin
mauvais
me
médecin
merci
mercredi
mère
mettre
midi
mieux
mil (date)
mille
million
minuit
minute
moi
moins
mon, ma, mes
monsieur
monter
montre
montrer
mot
mouchoir
musique

N
nager
natation
ne
ne. . .jamais
ne. . .pas
ne. . .que
neige
neuf
neuvième
neveu
nez
nièce
Noël
noir
nom
non
notre, nos
nous
nouveau, nouvel, nouvelle

novembre
nuit
numéro

O
octobre
oeuf
oiseau
on
oncle
onze
oreille
ou
où
oublier
oui
ouvrir

P
page
pain
pantalon
papier
Pâques
par
parce que
parents
parler
partir
pas mal
patin
pauvre
pêcher
penser
perdre
père
personne
petit
petit déjeuner
petit-fils
peu
peut-être
phrase
pied
place
pleurer
il pleut
plus
poche
poisson
poivre
pomme
pomme de terre
porte
porter
poulet
pour
pourquoi
pouvoir
préférer
premier, première
prendre
préparer
près de
présenter
prêter
prier
printemps
prochain
professeur
promenade
puis
pupitre

Q
quand
quarante
quarante et un
quarante-deux
le quartier
quatorze
quatre
quatre-vingts
quatre-vingt-un
quatre-vingt-deux
quatre-vingt-trois
quatre-vingt-quatre
quatre-vingt-cinq
quatre-vingt-six
quatre-vingt-sept
quatre-vingt-huit
quatre-vingt-neuf
quatre-vingt-dix
quatre-vingt-onze
quatre-vingt-douze
quatre-vingt-treize
quatre-vingt-quatorze
quatre-vingt-quinze
quatre-vingt-seize
quatre-vingt-dix-sept
quatre-vingt-dix-huit
quatre-vingt-dix-neuf
quatrième
que
quel, quelle
quelque chose
quelqu'un
qu'est-ce que
question
qui

quinze
quitter

R
radio
se rappeler
réfectoire
regarder
regretter
rendez-vous
rendre
rentrer
repas
répéter
répondre
réponse
restaurant
rester
retarder
retrouver
riche
rien
rose
rouge
rue

S
sac
saison
salade
salle à manger
salle de bain
salle de classe
samedi
sans
savoir
se
seize
sel
semaine
sept
septembre
septième
service
serviette
seulement
si
six
sixième
ski
soeur
soir
soixante
soixante et un
soixante-dix
soixante et onze
aoixante-douze
soixante-treize
soixante-quatorze
soixante-quinze
soixante-seize
soixante-dix-sept
soixante-dix-huit
soixante-dix-neuf
soleil
son, sa, ses
sonner
sortir
soulier
sous
sportif
stylo
sucre
sur
sûr
surtout
sympahtique

T
table
tableau
tant
tasse
te
téléphone
téléphoner, télévision
temps
tenir
terminer
thé
toi
tomber
tomate
ton, ta, tes
toujours
tout
travail
travailler
travailleur
treize
trente
trente et un
trente-deux
trois
troisième
trop
trouver
tu

U
un, une
unique

V
vacances
veau
vendre
vendredi
venir
vent
verre
veston
vêtements
viande
vieux, vieil, vieille
village
ville
vin
vingt
vingt et un
vingt-deux
visage
vite
voici
voilà
voir
voisin
voisine
voiture
votre, vos
vouloir
vous
voyons
vraiment

Y
yeux

Z
zéro

IV. CULTURE

The teaching of the national characteristics of a people is important in fulfilling the objectives of this guide. For this reason, the consideration of cultural topics is integrated with the study of the language itself. Cultural content of the course should be introduced as a planned part of learning the language skills and should arise from the course material and pupil interest. Although much of the suggested content can not be presented in French, caution is advised on the excessive use of English.

The following list of topics is provided for the teacher who may be selective in choosing those items which are relevant. These choices will be determined by references in textbooks, newspapers, magazines, films, radio and television, as well as by the observance of holidays and anniversaries.

A. French Influence in the United States

1. **French Names in American History**
   a. Explorers: *Cartier, Frontenac, Champlain, Marquette, Joilet, La Salle, Hennepin*
   b. Military aides in the Revolutionary War: *Lafayette, Rochambeau, de Grasse*
   c. Philosophers: Concepts and ideals contributed by *Montesquieu* and *Rousseau* to documents of liberty.
2. **French words and phrases used in everyday English**
   a. Food and restaurants: *cuisine, menu, à la carte, filet mignon, au gratin, à la mode, champagne, burgundy, roquefort, camembert, chef, maître d'hotel, chowder, café*
   b. Fashions: *corsage, chic, ensemble, deluxe, cravate, chapeau, beret, blouse, chemise, empire, lingerie, boutique*
   c. Perfumes: *Lanvin, Coty, Chanel, Dior*
   d. Colors: *rouge, beige, turquoise, blanche*
   e. Social relationships: *étiquette, début, débutante, R.S.V.P., née, fiancé, touché, sachet*
   f. Furniture: *buffet, chaise longue, bureau, suite*
   g. Music and the theater: *bâton, vaudeville, ballet, matinée, répertoire, ingénue*
   h. Science and invention: *automobile, garage, chauffeur, braille, pasteurized, ampère*
   i. Military: *communiqué, sabotage, liaison, camouflage*
   j. Art: *tableau, connoisseur, romanesque, renaissance, château*
   k. Politics: *coup d'état, laissez-faire, entente, détente*
   l. Geography: *prairie, portage, plateau, river.*

B. France, the Nation

1. **Physical Geography**
   a. Location and climate
   b. Shape and size
   c. Boundaries
   d. Rivers
   e. Mountains
   f. Principal cities

g. Variety of landscapes: farmlands, forests, valleys, mountains, coasts
h. Man-made marvels: canals, tunnels, châteaux, cathedrals

2. Economic Geography
   a. Principal industrial products and the regions where they are produced: cheese, wine, silk, perfume, automobiles, fashions, porcelain, airplanes
   b. Principal agricultural products: wheat, fruits, dairy items
3. Well known social customs
   a. The celebration of holidays
   b. The café
4. A trip to France

Suggested Activities

The greater the number of meaningful activities the more enduring will be interest and motivation. The use of games, audio-visual aids, and individual pupil responses is limited only by the teacher's imagination. Planning is essential to the proper employment of audio-visual aids which must serve a real purpose such as the introduction of material, direct teaching, the presentation of supplementary material or the reinforcement of previously taught material. Provision must be made for questions, comments, and desirable pupil participation before, during, and after the use of such materials.

As often as possible, it is advisable to assign a project to individuals or to small groups. In this way, all pupils are presented with the opportunity of engaging in some activity.

I. GEOGRAPHY

A. Label and color a mimeographed map of France.
B. Label and color a mimeographed map of North America and indicate areas in the United States and Canada where the French language is spoken today.

II. HOLIDAYS

A. Noël
   1. Singing familiar carols in the French language
   2. Making greeting cards
B. *Le Jour de l'an* – giving *les étrennes*
C. *La Fête des Rois,* January 6 – *La galette des rois avec la fève*
D. Mardi Gras – significant celebrations, masquerade
E. *Pâques* – making greeting cards
F. Playing *poisson d'avril*
G. *Le premier mai (le muguet)*
H. *Le quatorze juillet – la Marseillaise*
I. St. Catherine's Day, November 25 – hat designing contest

III. LANGUAGE

A. Label newspaper and magazine clippings to illustrate vocabulary learned in class
B. Compile a picture dictionary.
C. Draw a sketch to illustrate the topic of a dialogue
D. Make a color chart and label it in French
E. Make a calendar with the names of the days and months in French
F. List and illustrate a menu in French
G. Draw up an itinerary for a projected trip to France
H. Draw a human body and label the parts in French (AFL, p. 53)
I. Gather French words or expressions used in English language publications, radio or television programs
J. Collect a list of French words or expressions from American menus
K. Make charts which include words or expressions used in French cuisine
L. Learn simple nursery rhymes in French (appendix)
M. Play various games using the French language
   1. Spelling Bee (EPT)
   2. Bingo
   3. Buzz (EPT)
   4. *Risquez-le* (AFL, p.18)
N. Display interesting French material on school bulletin boards or in display cases
O. Listen to French language programs broadcast over radio station CJBC, Toronto 860.
P. Conduct a job interview in French (EPT)
Q. Plan a press conference in French (EPT)
R. Act out the roles of a buyer and a seller (EPT)
S. Discuss a football game in French
T. Complete a crossword puzzle in French

IV. SPORTS – reports on, or films of:

A. Skiing (Winter Olympics, Grenoble, 1968)
B. Tour de France
C. Grand Prix

V. MUSIC

A. Listen to simple operatic arias while following the text of the lyrics (arias from Carmen by Bizet, Marche Hongroise from Damnation of Faust by Berlioz, and Soldiers Chorus from Faust by Gounod)
B. Sing French folk tunes or popular songs (ECR,EPT)

VI. ART

A. Gather prints or reproductions of famous paintings, sculptures, or buildings created by French artists.
B. Visit the Albright-Knox Art Gallery where French masterpieces are displayed.
C. Show film strips, slides and movies

METHODOLOGY

In order to attain the goals of Everyday French, audio-lingual presentation and practice of foreign expressions must be used to familiarize the learner with the target speech patterns. In doing this, some adaptations in the use of textbooks may have to be made. Progressive development of material according to complexity must be complemented by constant repetition of basic patterns. It is recommended that short dialogues be used to introduce material and that the English equivalents be readily available to the pupil. The discretion of the teacher should be used to judge the frequency of reference to English.

A series of questions and answers developed from the speech patterns of the basic dialogue can be used to recombine the material already presented. Along with basic dialogue, and questions and answers, pattern drills must be used. These drills, when properly formed, provide for the assimilation of structural points through usage, and for extensive practice with vocabulary. In presenting these patterns to pupils, the teacher will find it beneficial to give written assignments of the patterns already introduced. The concrete achievement of copying what they have practiced will both reinforce the pupils familiarity with basic structures and provide a sense of accomplishment. In order to present to the pupil a variety in format, the basic material may be recombined into short conversations which can be used as a basis for questioning in French and for dramatization of real life situations.

The basic dialogues, questions and answers, pattern drills and conversations should be used concurrently and not sequentially. One method supports and reinforces the other to offer a multitude of responses from the pupils and provides total involvement in the target structures.

The use of flash cards, stick figures and transparencies is highly recommended for making the dialogue come alive. The teacher's real or imagined acting ability is an asset in creating interest and clarifying meaning.

After introducing the basic dialogue, which involves mimicry of basic sounds, the teacher should strive to establish pupil-to-pupil responses and limit his own participation as much as possible. The aim of this program is to provide for everyday communication in French. Therefore, pupil-to-pupil dialogue should be established at the earliest possible opportunity.

As an aid to the teacher, the following list of suggested methods is presented:

I. BASIC DIALOGUE PRESENTATION

A. The teacher presents basic dialogue sentences in French while the pupils read the English equivalents; and/or the teacher summarizes in English before presenting the basic dialogue sentences. The teacher should use his judgment as to the number of basic dialogue sentences to be used. A maximum of five is suggested.

B. The teacher models each expression four or five times, moving around the classroom so that each pupil can hear and see clearly.

C. The pupils repeat the phrase through backward build-up. This enables the pupil to mimic the complete structure by first mimicking its individual parts, e.g.,
Tu diras bien des choses chez toi

The pupils repeat:

chez toi
bien des choses chez toi
tu diras bien des choses chez toi

D. The pupils then practice the complete structure in regular order.

E. The teacher uses recordings of native speakers to reinforce the dialogue sentences. They will hear the sentences and will repeat in unison and individually.

After the pre-reading phase, the following steps are added:

F. The pupils look at the French sentences and read them aloud in unison. Each sentence is read at least twice. Individual pupils should also be called upon to read.

G. As a way to reinforce learning of the basic dialogue sentences, the pupils dramatize them as conversations, first with the printed material, then without it.

H. As a homework assignment, the pupils write the basic dialogue sentences which have been introduced in class. They should be encouraged to read aloud while they are writing.

The above list contains general procedures for the pre-reading phase. This term means the period of teaching during which the pupils do not use any reading material at all. The duration of this period depends entirely upon the progress of the pupils in the mastery of the sound patterns. It is recommended that this procedure should be followed for at least one unit.

II. PATTERN DRILLS

With many repetitions and guided manipulations of meaningful utterances related to the basic dialogues, pupils will become aware of patterns and begin to say them automatically. Learning is thus accomplished in the language. The pupils learn the grammatical structures through assimilation rather than by memoriza-

tion of rules.

In this guide, the patterns are limited to those that will enable the pupil to describe himself, his friends, his home, and school environment. By limiting the number of language structures, the teacher will be able to devote as much time as is necessary for the mastery of these patterns.

The ultimate goal of pattern practice is to produce automatic response, both in answering and in contributing to a conversation, and to enable pupils to formulate generalizations about grammatical structures.

A. Conducting Pattern Drills

1. In the early stages of language learning, the drills are introduced and conducted orally without reference to written material.
2. In later stages, drills may be presented with written material.
3. Specific instruction, in English if necessary, must be given to the pupils as to the kind of change and how to make it.
4. After a sufficient number of repetitions of the structure and examples of the change to be made, the teacher elicits choral, and individual responses.
5. The pace should be rapid with the teacher encouraging immediate responses.
6. The teacher should discourage analysis or translation.
7. A grammatical generalization may be given after the drill is completed.

B. Specific Pattern Drills

1. Repetition

This drill can be used to practice subject-verb agreement, new vocabulary, and new structures, provided that whatever is being practiced is contained in a complete thought unit.

The teacher models each statement (twice, if necessary, the first time around) and the class repeats it after the teacher. Here, the contrast between the feminine/masculine forms of an adjective is being underlined:

Teacher): *Marie est Américaine.*
Pupil

Teacher): *Paul est Américain.*
Pupil

Teacher): *Louise est Américaine.*
Pupil

Teacher): *Jean est Américain.*
Pupil

Teacher): *Elle est Américaine.*
Pupil

Teacher): *Il est Américain.*
Pupil

Teacher): *Elles sont Américaines.*
Pupil

Teacher): *Ils sont Américains.*
Pupil

2. Substitution

Once a pattern sentence has been practiced, it is a good idea to provide the pupils with a variety of expressions which fit the original pattern without structural change. For example, the teacher decides that the final phrase in the following basic sentence can be replaced by several other useful prepositional phrases:

Je dois aller *à la bibliotheque*
à la campagne
chez mon oncle
chez le médecin
en ville
à la maison

He then proceeds as follows, indicating, the first time he uses this type of drill, that the students should simply repeat after him:

Teacher): *Je dois aller à la*
Pupil *bibliotheque.*

Teacher): *à la bibliotheque*
Pupil

Teacher): *Je dois aller à la*
Pupil *bibliothèque*

Teacher): *à la campagne*
Pupil

Teacher): *Je dois aller à la campagne.*
Pupil

Teacher): *chez mon oncle*
Pupil

Teacher): *Je dois aller ches mon oncle.*
Pupil

etc.

3. Transformation

This drill is used to introduce changes that require more than a mere substitution, as from singular to plural, from affirmative to negative, or from declarative to interrogative. When first employed, this drill takes the form of a simple repetition drill, where the teacher first makes the desired transformation, and the class follows.

Changing from affirmative to negative:

Teacher): *Il fait froid ce matin.*

Pupil): *Il ne fait pas froid ce matin.*

Teacher): *Il fait chaud ce matin.*

Pupil): *Il ne fait pas chaud ce matin.*

Changing from singular to plural or from plural to singular:

Teacher): *Je vais à Paris*

Pupil): *Nous allons à Paris.*

Changing of noun to pronoun:

Teacher): *Anne a un livre.*

Pupil): *Elle a un livre.*

Changing from declarative to interrogative:

Teacher): *Tu arrives à midi.*

Pupil): *Arrives – tu à midi?*

4. Response

The pupil is expected to give an answer closely patterned on the structure of the question. (Time lapse between question and answer can be minimized by a prompt, in stage whisper, from the teacher).

At first, questions should be so constructed that the answers are affirmative, e.g.:

Teacher: *Est-ce que Robert est grand?*

Pupil: *Oui, Robert est grand.*

Teacher: *Est-ce que Diane est dans la classe?*

Pupil: *Oui, Diane est dans la classe.*

Teacher: *Il fait beau aujourd'hui, n'est-ce pas?*

Pupil: *Oui, il fait beau aujourd'hui.*

Of course, this exercise is not used to practice a new affirmative, or negative, expression. It is used, rather, to practice response to a question in the target language; this means, then, that much of the success of the drill depends upon selecting only those questions for which the pupils, by simply prefixing *oui* or *non*, can supply answers from statements already practiced.

This would also be true of other question-answer patterns, involving choice or information beyond the *oui/non* stage. The pupils must already have practiced *Je préfère l'hiver; Moi, je préfère l'été;* etc., before the teacher asks, *"Préférez-vous l'hiver ou l'été?"* And after sufficient repetition has been devoted to expressions like *je cherche mon stylo; je cherche mon livre; je cherche la bibliothèque;* etc., then the pupils can start using them as automatic reactions to *"Que cherchez-vous?"* and *"Que cherches-tu?"*

III. QUESTION AND ANSWER PRACTICE

This drill uses a set of questions and responses in French derived from the basic dialogue material. The teacher reads the question and the answer and the class repeats in chorus. Then the teacher is the questioner and the class answers. The class now becomes the questioner and the teacher gives the responses. The roles can be assigned to halves, to rows, and finally to individuals. It must be emphasized at this point that the final goal is pupil-to-pupil participation, without teacher involvement.

Another method of question and answer practice is the relay drill (chain drill). This begins with the teacher and continues from pupil to pupil.

Teacher talks to Pierre: *"Tu t'appelles Robert n'est-ce pas?*

Pierre answers: *"Non. Moi, je m'appelle, Pierre."*

Pierre turns to another pupil and says, *"Tu t'appelles Jean?"*

The second, who is Jean, answers, *"Oui, je m'appelle Jean."*

IV. DIRECTED RESPONSE AND COMMAND DRILL

This drill illustrates direct and indirect sentence constructions which manipulate the basic dialogue.

Various Types

A. To elicit a question form:
   Teacher: *Demandez (demande) – moi quelle heure il est.*
   Pupil: *Quelle heure est – il?*
   Teacher: *Demandez (demande) a Jean quelle heure il est?*
   Pupil: *Quelle heure est – il?*

B. To elicit a statement:
   Teacher: *Dites (dis) – moi qu 'il fait beau.*
   Pupil: *Il fait beau.*

C. To elicit a command:
   Teacher: *Dites (dis) – a ` Jean de se lever.*
   Pupil: *Lève – toi!*

V. CONVERSATIONS

The conversations give practice in reading, pronunciation, intonation, recognition, repetition, and variation. It is recommended that the conversations be used in a wide variety of ways: choral and individual reading in the classroom, silent reading and dramatization.

Since the conversations are new combinations of well-known words and structures, and thus involve no problems in recognition, any one of them may be used as a homework assignment. A conversation may be given to the pupils who will write the answers.

Conversations are postponed until the end of the pre-reading phase.

VI. DICTATION is a further variation of imitative writing material already learned. A suggested procedure for administering dictation is:

A. The teacher selects a reliable pupil to write his dictation on the rear chalkboard.
B. Before the first reading, the teacher introduces the passage with a brief motivating comment.
C. He reads the entire passage at normal tempo while the pupils listen.
D. He reads the entire passage at normal tempo while the pupil repeats each phrase.
E. At the third reading, the teacher reads the passage in breath groups, giving punctuation in the foreign language, while the pupils write.
F. A fourth reading follows at normal tempo while pupils proofread their work, correcting errors and filling in omissions.
G. Pupils may then exchange papers for correction.
H. The class volunteers suggestions for correcting the work at the rear board.
I. Correction of misspelled words can be assigned for remedial work.

MODEL LESSON PLAN

I. Aims
A. Phonetical – proper reproduction of sounds, especially the vowels.
B. Lexical – classroom expressions, state of health, and farewells, numbers 1 - 20.
C. Structural
   1. Use of *tu* and *vous*
   2. Verb agreement with subject
D. Cultural
   1. Early French settlements in North America
   2. Presentation of the geographic features of France

II. Materials
A. Teacher's Edition *Le Français* – EPT
B. Flashcards – EP-f
C. Filmstrip No. 1 – UAF
D. Tape recorder and tapes of Unit I *Le Français* – EPT
E. Record player and records – ECR
F. Text on culture – PLC
G. Transparencies – EP-tr

III. Procedure (cf. - Methodology)

IV. Assignments – Cultural Topics
A. Color and label mimeographed maps of France and French settlements in America.
B. Analysis of physical geography of France

V. Evaluation
A. Pronunciation
   1. Vigorous lip action
   2. Equal syllable stress
B. Lexical items – classroom expressions, greetings, state of health and farewells, numbers
C. Grammar – use of *tu, vous*
D. Culture – Geographical and historical items

EVALUATION

The purpose of testing should be the motivation of pupils to better learning and the improvement of the teacher's instruction. Tests should therefore be frequent, systematic and purposeful. Whether it is a daily quiz, a

long test at the end of a unit, or the comprehensive final examination, the procedures used should measure the skills and the materials which have been taught. The test, then, must represent an honest sampling of items and an appropriate choice of questions. When the test is given, the directions should be stated clearly in English. After the test is over, pupils should be given the opportunity to review it as soon as possible, so that there is reinforcement of correct responses and some profitable learning from mistakes.

No attempt has been made to list every type of test. The kinds mentioned serve to illustrate some effective methods.

I. Aural Comprehension

A. Visual multiple choice. The pupil is given a set of pictures (on personal copy, overhead projector, or flash cards) with which he is already familiar from repeated class use. The teacher makes a brief statement (taken from basic ones practiced), and pupil points to the picture which best fits the statement made. If the class size warrants economizing on time by giving a "written" quiz, pictures could be pre-lettered, A, B, C, etc., so that only numbered blanks appear on the quiz sheet.

Then, for the teacher's first statement, the pupil identifies his matching picture choice by writing its identifying letter in the corresponding blank.

B. Simple commands. The teacher has in front of him a class list for recording results, and a prepared list of simple commands. The teacher calls upon a pupil and tells him, for example, *"Lève-toi, Pierre,"* recording "+" or "–" to indicate whether or not pupil's reaction was appropriate.

C. Sound discrimination. Teacher pronounces three or four words such as *beau, bon, bonne,* repeats them two more times in the same order, and then pronounces only one of them; pupil indicates by a number or letter which of the words the teacher pronounced last. *"Bon"* in this case would be identified by the number 2.

D. True-false statements. While referring to a picture, the teacher makes a statement which the pupil can classify as true or false by commenting *"Oui"*, or *"Non."* After visual recognition of their printed form has been introduced, the pupil's quiz sheet has only the words *"Oui"* and *"Non"* printed for each item, and the pupil simply circles his choice.

E. Visual recognition of the correct answer to a spoken question (along with immediate recognition of others as incorrect), e.g.,

"Comment allez-vous? "

1. *Il n'y a pas de quoi.*
2. *Avec un stylo.*
3. *Je vais très bien, merci.*
4. *A neuf heures.*

If the teacher prefers to recite the choices, leaving only the letters A, B, C, to be circled on the paper, it is advisable to limit the number of choices to three.

F. Visual recognition of the correct completion of a spoken incomplete statement, e.g.,

"Paul a dix ans." Il n'est pas vieux, il est . . .

1. *jeune*
2. *merci*
3. *aujourd'hui*

G. Dictation of learned patterns. (AF. Methodology).

II. Oral Performance

Lack of time and the subjective judgment of the teacher are obstacles to the proper evaluation of a pupil's oral ability. To overcome, in part, these difficulties, it is suggested that only the most important oral-production features in the dialogues and drills of a unit (pronunciation, enunciation, intonation, facility of reproduction) be tested.

It is advisable to keep a proficiency record, bearing names of pupils on horizontal lines and oral-production items at the head of the vertical columns. The example below represents the summary of the pupil's performance for the entire year, based on an accumulation of individually tested items. Performance is rated 4, 3, 2, 1, 0 with 4 representing superior; 3, good; 2, acceptable; 1, poor; and 0 completely unacceptable or incomprehensible. Within the five categories, a maximum score of 20 is possible. The teacher may have these results reflect 20% of the grade for each marking period.

Pupil's Name	Production of Vowel & Consonant Sounds	Intonation	Enunciation	Phrasing	Fluency (including aptness of reaction	Total out of Possible 20
Joseph Able	4	2	3	3	3	15
Martha Armstrong	2	1	4	2	3	12

In order to accumulate sufficient data for the composite picture above, the teacher simply requires the pupil to say something, listens for the one element he wants to check, and rates it "+" or "–". All this can be done without the pupil's knowing precisely what the teacher is evaluating. After having listened for such isolated elements as the sound /a/, the sound /i/, intonation, quick response, etc., a repeated number of times each throughout the marking period, the teacher can then safely say that a pupil's performance in the above categories is "superior," "good" or "acceptable."

A. Echo test. The student is directed to mimic, or to repeat exactly, what the teacher says.
B. Recitation of phrases or sentences from the memorized dialogues.
C. Pronunciation of minimal pairs such as *tu, tout.*
D. Oral response to a question in the target language.
E. Directed dialogue. One pupil is directed to say something to another pupil.
F. Pupil is given a simple command and is told to say what he is doing while he is performing his action:

Teacher: *Lève-toi, Pierre*

Pupil: *Je me lève.* (Without Pierre's knowing it, the teacher might be listening only to the intonation.)

G. Recitation of a nursery rhyme, or a simple poem.

Recorded speaking tests, which can be graded outside of class, are highly recommended. If another teacher is willing, it would be advisable to solicit his help in evaluating each pupil's reproduction.

III. CULTURE

The cultural elements of this course lend themselves easily to the usual objective style testing.

A. Recognitional knowledge of facts
   1. True-false
   2. Multiple choice
   3. Matching

B. More active recall tested by:
   1. Completion
   2. Identification of persons and places by writing statements in English
   3. Identification of places on map

C. In view of the purposes of studying culture, an occasional essay question, to be answered in English, would be acceptable.

LEVEL II

GUIDING PRINCIPLES

Level II is a continuation of Level I in its general format. Vocabulary and structures are expanded in order to cover a wider range of situations. Different approaches are necessary for the presentation of the new material in order to avoid the possibility of monotony arising from the use of the same text for two consecutive years.

The teaching of cultural topics should be integrated with the linguistic aspect of the course. When presenting cultural material, the teacher uses French as much as possible. Cultural items can provide a source of additional material for linguistic practice.

OBJECTIVES

I. Linguistic

A. The ability to understand and speak French in everyday situations within the scope of Levels I and II.

B. The ability to read in French, without resorting to translation, what has been mastered audio-lingually.

C. The ability to do imitative writing and simple guided paragraphs on materials mastered audio-lingually.

II. Cultural

A. A knowledge of French history emphasizing personalities and events significant in the development of France.

B. An insight into the role France has played in international affairs.

At the second level, pupils will expand their experiences in relation to school life, family life, and the community to include a wider variety of situations. Since language learning is a continuous process, the content of Level I must be an integral element of Level II.

I. TOPICS

A. Leisure Time
1. Dating
2. Dances
3. Picnics
4. Holidays
5. Summer vacation

B. Travel

C. Numbers
1. Cardinals 100 - 1000
2. Ordinals 1st - 21st

D. Parts of the body

E. Illness and Accidents

II. STRUCTURES

A well planned review of the structures learned in Level I is an essential prerequisite to the study of the structure of Level II.

A. Articles
1. Partitive, simple affirmative, simple negative.
2. With parts of body and clothing
3. Parts of day
4. Omission with *cent* and *mille*

B. Nouns — irregular plurals, including nouns ending in — al, au, -s, -x, -z

C. Pronouns
1. Simple direct and indirect objects, complete
2. Interrogatives — *qu'est- ce qui, quoi*
3. Demonstratives — *ceci, cela, ça, celui-ci, celui-là*
4. Disjunctives for emphasis, with prepositions, and with compound subjects

D. Adjectives
1. Irregular feminines
2. Comparisons: regular, some irregulars *(bon, mauvais)*

E. Adverbs
1. Regular comparison
2. Use of *donc* with imperatives
3. Those frequently used as vocabulary *(bien, seulement, mal, vite)*

F. Verbs
1. Present tense of verbs of 2nd and 3rd conjugations as needed, including interrogative-negative
2. Three imperatives
3. Common irregulars: *voir, vouloir, prendre (comprendre, apprendre), mettre, venir (revenir, devenir), lire, écrire, sortir, partir, ouvrir, savoir, pouvoir, boire*
4. *Passé Composé*
5. Agreement of past participle of verbs conjugated with *être*
6. Orthographical changing verbs as needed
7. Pour and infinitive; *aller* (present and conditional of courtesy and infinitive); *savoir, pouvoir* (present and infinitive); *il faut* and infinitive
8. Reflexives as needed

III. VOCABULARY

In addition to the vocabulary in Level I, which must be considered an integral part of Level II, the following list is suggested:

A. Topical

These topics are taken from the alphabetical lists and concern specific topics to promote conversation.

Family Life
enlever
envoyer
faible
la fièvre
furieux
gai
naturel
obéir
paresseux
le soldat
la belle-soeur
le beau-frère
le courage
la dame
la date
décider

déranger
détester
le paysan
punir
rire
sérieux
triste
guérir
laid
magnifique
la maladie
le mari
le mariage
méchant
meilleur
offrir
la peur
stupide
les petits
les grands
espérer
étonner
lourd
recevoir
laisser
emmener
remercier
curieux
accepter
énerver
la réunion
le malheur
le rhume
la grippe
l'aspirine
la rougeole
les oreillons
la varicelle
le plaisir
enchanté
la santé
blessé
reconnaître
se casser
malheureusement
l'accord
admirer
adorer
l'adresse
agréable
l'air
l'avis
charmant
le compliment

Home

la lumière
les meubles
la pierre
le plancher
la plante
le toit
descendre
le fer
la ferme
l'habitant
la lampe
large
le rez-de chaussee
l'arbre
l'armoire
le château
le chef
le concierge
le conte
le plafond
planter
plein
vide
le salon
la pièce
le coin

Meals, Food and Beverages

remplir
apporter
la sorte
servir
les rafraîchissements
emporter
le bifteck
le four
le saucisson
délicieux
la poire
les hors d'oeuvre
l'assiette
la banane
la bouteille
les pommes frites
les haricots verts
le potage
la vache
sec, sèche
le kilo
le rôti
le canif

The Neighborhood and Services
la pharmacie
la pâtisserie
la confiserie
la gendarmerie
le boucher
le boulanger
la crémerie
le vendeur
la vendeuse
le gratte-ciel
l'hôtel de ville
le bureau de poste
jusqu'à
plusieurs
le bureau
le bâtiment
l'achat
devenir
le docteur
l'hôtel
l'infirmière
l'ingénieur
le musée
le receveur
le tailleur
afficher
l'artiste
l'avocat
la banque
le droit
l'église
l'endroit
l'hôpital
l'université
l'ouvrier

Ordinal Numbers
premier, première
deuxième
troisième
quatrième
cinquième
sixième
septième
huitième
neuvième
dixième
onzième
douzième
treizième
quatorzième
quinzième
seizième
dix-septième
dix-huitième
dix-neuvième
vingtième
vingt et unième

Parts of the Body and Clothing
le coeur
le corps
le cou
l'oeil
l'épaule
les lunettes
le pullover
la ceinture
l'écharpe
le tricot
la veste
le complet
le maillot
le chandail
la bague
la coiffure
le bas
le gant
la paire
le parapluie
ravi
pareil
ravissant
le pardessus

School Life
annoncer
alors
chercher
l'examen
le programme
l'encre
l'exercice
le vocabulaire
l'enthousiasme
la plume
le lycée
le cours
la répétition
le modèle
les progrès
excuser
permettre
tourner
obtenir, obtenu
voir, vu, verrai
continuer
échouer
traduire

la sortie
la conférence
compter
réussir
compris
compliqué
intéressant
tard
tarder
venir, venu, viendrai

Sports and Recreation
l'activité
le défilé
l'événement
net
préférer
le coup
les courses
la victoire
contre
gagner
épaisse
la décapotable
l'autobus
passer
dehors
lè permis de conduire
l'orchestre
l'équipe
la partie
le baseball
le basket
le basket-ball
le capitaine
le concert
la revue
la station
jeter
la chanson
le théâtre
le parc
l'ouverture
bouger
le match
le boulodrome
le camp
le ciel
l'étoile
l'opéra
le pique nique
la page
le stade
le prix

Travel and Transportation
l'est
l'ouest
le sud
le nord
la capitale
le car
le chauffeur
le taxi
le chemin de fer
le feu rouge
l'étranger
l'excursion
le chemin
le pays
l'aéroport
l'embouteillage
le camion
l' Europe
l'Angleterre
la Belgique
l'Espagne
l'Italie
l'Irlande
australien
allemand
espagnol
italien
russe
canadien
hébreu
le côté
le danger
dangereux
s'arrêter
l'accident
le boulevard
la défense
l'essence
le fleuve
la forêt
l'océan
la région
le pont
la route
la rivière
le monde
la gare
interdit
le kilomètre
klaxonner
le klaxon
lentement
le métro

la limite
la monnaie
partout
la république
le retour
retourner
la roue
le sens unique
le stationnement
la terre
traverser
visiter
la visite
le voyageur
la vitesse
voyager
la vue
la montagne

B. Everyday Expressions

à droite
à gauche
à la fin
à la ligne
à propos
à temps
aller à pied
aller bien
s'amuser
assister à
au bas de
au bord de la mer
au bord du lac
au bout de
au contraire
au moins
au septième (étage)
avoir besoin de
avoir bonne mine
avoir honte
avoir lieu
avoir l'intention de
avoir mal à la tête
avoir mal aux dents
avoir mal aux yeux
avoir mal à la gorge
avoir peur
avoir raison
avoir sommeil
avoir tort
bien entendu
ça ne fait rien
cela m'est égal
cela ne fait rien
chic alors
dans huit jours
d'aujourd'hui en huit
de l'autre côté de
se demander
dites donc
en face de
entendu!
et comment!
être à
être de retour
être des nôtres
faire attention
faire des courses
faire de son mieux
faire du bowling
faire du football
faire du ski
faire du soleil
faire du vent
faire frais
faire le travail
faire lourd
faire mauvais
faire sombre
faire une malle
faire une promenade (à bicyclette, en voiture)
Il y a longtemps que j'attends
il y aura
il y avait une fois
j'attends depuis longtemps
jouer aux cartes (aux boules)
là-bas
parfait
par ici
par là
passer un examen
peu à peu
quant à
que de monde!
quelque chose de grand
qu'il est beau!
sans doute
si on y déjeunait
sortir de
tout à coup
tout à l'heure
tout de même
tout droit
toute la journée
tout le temps

C. Alphabetical Checklist

This list provides a check for the teacher in selecting words for mastery, and in selecting

words for tests and city-wide examinations.

A
abominable
abord
absolument
accepter
accident
accord
achats
actif
activité
admirablement
admirer
adorer
adresse
aéroport
afficher
affreux
agréable
ailleurs
ainsi
air
allemand
alors
Angleterre
annoncer
apporter
arbre
armoire
arrêter
artiste
aspirine
asseoir
assiette
australien
avis
avocat

B
bague
banane
banque
bas
bas (stocking)
baseball
basket
basket-ball
bâtiment
beau-frère
Belgique
belle-soeur
bifteck
blessé
boucher
bouger
boulanger
boulevard
boulodrome
bouteille
bureau
bureau de poste

C
camion
camp
canadien, canadienne
canif
capitaine
capitale
car
casser
ceinture
chandail
chanson
charmant
chaque
château
chauffeur
chemin
chemin de fer
chercher
ciel
clef
coeur
coiffure
coin
complet
compliment
compliquer
compris
compter
concert
concierge
conférence
confiserie
conte
contre
corps
côté
cou
coup
courage
cours
courses
court
crémerie
curieux

D
dame
danger
dangereux
date
décapotable
décider
défense
défilé
dehors
délicieux
depuis
déranger
descendre
détester
devenir
dix-huitième
dix-neuvième
dix-septième
docteur
douzième
droit
drôlement

E
écharpe
échouer
église
embouteillage
emmener
emporter
enchanté
encre
endroit
énerver
enlever
enrhumé
entendre
enthousiasme
envoyer
épaisse
épaule
Espagne
espagnol
espérer
essence
est
étoile
étonner
étranger
Europe
évenement
examen
excursion
excuser
exercice

F
faible
fer
ferme
feu
feu rouge
fièvre
fleuve
forêt
four
furieux

G
gagner
gai
gant
gare
gendarmerie
grands-parents
gratte-ciel
grippe
gris
guérie

H
habitant
haricots verts
haut
hébreu
hôpital
hors-d'oeuvre
hôtel
hôtel de ville

I
immédiatement
incroyable
infirmière
ingénieur
interdit
intéressant
inutile
Irlande
Italie
italien

J
jeter
jusqu'à

K
kilo
kilomètre

klaxonner

L
laid
laisser
lampe
large
légèrement
lentement
limite
lourd
lumière
lunettes
lycée

M
magnifique
maillot
maladie
malheur
malheuresement
mari
mariage
match
méchant
meilleur
métro
meubles
modèle
monde
monnaie
montagne
mur
musée

N
naturel
naturellement
net
nord

O
obéir
obtenir, obtenu
océan
oeil
offrir
onzième
opéra
orchestre
oreillons
ouest
ouverture
ouvrier

P
paire
parapluie
parc
paresseux
pareil
partie
partout
passer (spend)
pâtisserie
pays
paysan
permettre
permis de conduire
petits-enfants
pharmacie
photo
pièce
pierre
pique-nique
plafond
plage
plaisir
plancher
plante
planter
plein
plume
plutôt
poire
pont
potage
précis
préféré
prix
programme
progrès
pull-over
punir

Q
quatorzième
quelquefois
quinzième

R
rafraîchissements
ravi
ravissant
receveur
recevoir, reçu
reconnaître
région
remercier

remplir
répétition
république
retour
retourner
réunion
réussir
revue
rez-de-chaussée
rhume
rire
rivière
rôti
roue
rougeole
route
russe

S
salon
santé
saucisson
sec, sèche
second, seconde
seizième
sens
sérieux, sérieuse
servir
sinon
soldat
sombre
sorte
sortie
souvent
stade
station
stationnement
stupide
sud

T
tailleur
tard
tarder
taxi
terre
théâtre
toit
tomber
tôt
tourner
traduisez
traverser
treizième
tricot
triste

U
université

V
vache
varicelle
vendeur
vendeuse
vers
veste
victoire
vide
vingt et unième
vingtième
visite
visiter
vitesse
vocabulaire
voir, vu, verrai
voyager
vrai
vue

IV. CULTURE

Cultural content can be integrated with other curriculum areas. For example, much of the cultural material incorporated in this guide is also a part of the social studies curriculum and a definite correlation between the two courses can be maintained.

Suggested for emphasis in this level from Theme II of the New York State Syllabus are highlights in history including outstanding historical personalities, historical events, and historical monuments. Topics of Level I should be reviewed.

A. Roman Conquest of Gaul

1. Personalties
   a. *Julius Ceasar*
   b. *Vercingétorix*
2. Historical sites – *les arènes, les aqueducs (Pont du Gard), les amphitéâtres, les temples (La Maison Carrée)*

B. Arrival of the Franks and Burgundians

(German barbarians)

C. Middle Ages

1. Personalities
   a. *Clovis*-first anointed King of France
   b. *Charles Martel* – defeated the Moslems at Tours in 732

c. *Charlemagne*-conqueror, statesman, civilizer-crowned Emperor of the Romans, Christmas Day, 800 (Empire divided after his death)
d. *Hugues Capet*-established the line of kings which continued to the end of the monarchy in France.
e. William the Conqueror-led the Norman conquest of England in 1066.
f. Saint Louis (IX)-crusader, (1215-1270) promoter of culture and justice.
g. *Jeanne d'Arc,* Maid of Orleans (1412-1431) defeated the English in the 100 Years War.

2. Historical monuments
   a. Gothic cathedrals *(Notre Dame de Paris, de Reims, de Chartres)*
   b. Walled city *(Carcassonne)*
   c. University of Paris *(the Sorbonne)*
   d. Palaces *(Louvre)*
   e. Monastery *(Mont St. Michel)*

D. Early Modern Period

1. Personalties
   a. Henri IV of *Navarre*-by the *Edict of Nantes* in 1598, granted tolerance to the Hugenots, ending the religious civil wars.
   b. Francis I-introduced the *Renaissance*
   c. *Richelieu*-strengthened French power and prestige.
   d. Louis XIV-dominated 17th century economics, politics and culture.
2. Historical monuments
   a. Palaces *(Tuileriés Versailles)*
   b. *Châteaux of the Loire Valley (Blois, Chambord, Chenonceaux)*
   c. Royal City *(Versailles)*

E. French Revolution

1. Causes
   a. the abuses of the *Old Régime*
   b. the philosophical influence of *Rousseau, Voltaire, Diderot, Montesquieu*
2. Results
   a. Declaration of the Rights of Man
   b. Tricolor
   c. *Liberté, Egalité, Fraternité*
   d. *Marseillaise*
   e. Bastille Day – July 14th

F. Napoleon Bonaparte

1. Conqueror of Europe
2. Reformer *(Université de France, le Concordat, Code Napoléon, Banque de France)*

G. Napoleon III

1. Beautification of Paris
2. Extension of the Empire
3. *Maximilian* Affair
4. Franco-Prussian War (loss of *Alsace* and *Lorraine)*

H. Changing governments – in the 20th Century

1. Third Republic
2. Vichy Republic
3. Fourth Republic
4. Fifth Republic

Suggested Activities

Activities in Level II are as important as those in Level I. In Level II, the pupils could suggest activities beyond those planned by the teacher. Cultural items continue to be presented through meaningful activities such as listening to recordings, presenting prints or slides, drawing maps and charts, and dramatizations.

Suggested activities from the extensive Level I list, (page 22), such as the recognition of holidays, should be repeated as the occasion arises. Other activities such as songs, games and the compiling of illustrative material will continue to be an integral part of classroom routine.

Conversations from the text may be learned and dramatized in class. Short skits presented by Level II pupils to a Level I class offer an opportunity to speak the language in a meaningful situation.

Supplementary material drawn from the World History course may serve as a medium for oral reports and skits. Films from the World History library can be utilized. A display may be made in conjunction with the Social Studies department on the theme of language for communication in solving problems in a troubled world.

When pertinent movies or plays are presented in local theaters, a field trip can be organized.

METHODOLOGY

Language learning is a process in which all skills are interdependent. However, for convenience, the four skills are listed separately in this section. Basically, the methods and materials are the same as those for Level I. See: (page 26)

I. LISTENING

The pupils must develop the ability to listen attentively and with discrimination. The teacher can encourage this development through additional motivation, based on expanded interests, new experiences and a higher level of maturity.

The novelty of learning a new language has waned. Therefore, when planning daily lessons and activities, the teacher should include some techniques different from those utilized in Level I, while preserving the following basic principles:

A. Interesting material
B. Correct oral reproduction utterances
C. Analysis of different sounds and structures
D. A comprehension check

II. SPEAKING

The development of a good pronunciation, intonation, and enunciation is further stressed in Level II.

The teacher will spend less time on mimicry-memorization and backward build-up, and more time on those drills which require a more active participation on the part of the pupil. Directed conversations will supplement the role-playing of Level I. Free conversation, is reserved for advanced levels;

Action series serve as a meaningful drill for this level. For example, pupil is told to do a certain thing and while performing this action, tells what he is doing:

Teacher: *Ouvre ton livre, Marie.*

Pupil: *J'ouvre mon livre*

III. READING

Reading will consist of recombined material mastered audio-lingually as in Level I but the teacher may augment the reading experiences with a graded reader and/or magazines.

IV. WRITING

Imitative writing consisting of dictation and guided writing will be the fundamental procedure. Guided writing will be limited to the structures and vocabulary previously mastered audio-lingually.

A. Replies to personal questions such as:

Où demeures - tu?
Combien de frères as - tu?
Quel âge as - tu?

B. Replies to questions that check comprehension of conversations

C. Short paragraphs. Topics for reports consist of replies to questions which result in a unified thought.

EVALUATION

In Level II, Evaluation should be as frequent, systematic and purposeful as in Level I. Consult the numerous suggestions found on Pages 26-28. There is a better opportunity to evaluate the pupil's aural comprehension and oral performance in Level II because of the increased vocabulary.Since language is a means of communication, individual testing between the teacher and the pupil is highly recommended.

LEVEL III

GUIDING PRINCIPLES

Third level learning is a crucial stage in the transition from "drill" to "use". In order to bridge the gap, the teacher should continue to employ familiar techniques from previous levels while incorporating new procedures to achieve the expanded aims of this level.

Aural-oral drills are practiced in conjunction with reading either as exercises derived from the reading material or as a vehicle for presentation, re-inforcement or expansion of structure. Reading material is used as a frame of reference for conversation. New vocabulary will be acquired from the printed page. New words or expressions should be learned in context. The English equivalents should be avoided as much as possible.

Culture will be incorporated into the reading material, rather than given as a list of isolated facts. Additionally, independent reading assignments of cultural material may be given in English.

OBJECTIVES

I. Linguistic

Broaden the scope of previous levels by developing further competency of the pupils in reading and writing while improving the aural-oral skills.

II. Cultural

A. Extension and enrichment of the knowledge of French geography and history and the contributions of France to the American heritage.

B. Emphasis on *deep* culture (all the everyday life elements which make one culture different from any other) – acquisition of an enlightened understanding of the French people by a study of their heritage, their contemporary life, their patterns of behavior and their values.

CONTENT AND SCOPE

Level III is intended to involve the student more deeply in the French way of life and to broaden his language skills. The content will reflect everyday situations in a French-speaking environment.

I. TOPICS

A. Public Transportation
1. Vehicles
2. Streets and squares
3. Traffic

B. Restaurants

C. Recreation
1. Sports
2. Camping
3. Public Parks
4. Movies

D. Economic Life
1. Stores
2. Markets
3. Offices
4. Industry
5. Agriculture

E. Homes
1. Family and friends
2. Houses
3. Marketing and preparation of foods
4. Housekeeping

F. Historical places

II. STRUCTURES

Additional forms are introduced to facilitate the learning of language patterns in meaningful contexts. The fundamental structures mastered in the previous levels should be continually reviewed since the more advanced structures develop from those basic patterns.

A. Articles – omission of article with
1. *Quel* as an exclamation
2. Names of languages after *parler* and *en*
3. Unmodified predicate nouns of nationality and professions
4. Adverbs and nouns of quantity - *beaucoup de pain, une livre de beurre*

B. Nouns

C. Pronouns
1. Relatives – *qui, que, où*
2. Demonstratives – *celui qui, celui que*
3. Indefinites – *on, chacun, quelqu'un, quelque chose, tout and variations, rien*
4. Interrogative – *lequel* and variations
5. Personal

   a. Object pronouns
   b. Simple use of *y*
   c. *Y* or *en* in combination with other pronouns
   d. Disjunctives

D. Adjectives
1. Use of past participle as adjective with être
2. Indefinites – *chaque, tout, plusieurs*
3. Endings in *eux, ien, er, if*
4. Second masculine singular

E. Adverbs
1. Irregular comparison *(bien, mal)*
2. Formation from the feminine (regular)
3. Position

F. Negatives
1. *Ne . . . plus*
2. *Ne . . . rien*
3. *Ne . . . personne*
4. *Ne . . . que*
5. *Ne . . . jamais*

G. Prepositions
1. With common place names (limited)
2. Before infinitives (*à, de* or no preposition before complementary infinitives) (limited)

H. Verbs
1. Common irregulars–*dormir (sentir, servir) connaître, falloir, croire, devoir, naître, recevoir, mourir, pleuvoir, plaire*
2. Review present tense and compound past of all verbs previously taught
3. Imperfect and future tense of all regular and irregular verbs listed for Levels I, II, and III.
4. Following reflexive verbs in the tenses already listed: *se lever, se laver, s'habiller, se coucher, se reposer, e'endormir, se trouver, se dépêcher, s'approcher, se brosser*

III. VOCABULARY

These lists represent selected items from the alphabetical lists to facilitate conversation and composition.

A. Topical Vocabulary

Family Life

rigolo
le bonheur
se fâcher
dévoué
décourageant
exquis
commode
inattendu
incroyable
inutile
se demander
s'habituer
emprunter
défaire
fouiller
les gosses
original
découvrir
le desordre
empêcher
convenable
absurde
impoli
le mari
ennuyé
le chant
bavarde
le caractère
vécu
distinguer
la vie
mener
soigner
le domestique
s'ennuyer
merveilleux
divinement
somptueux
superbe
jaloux, jalouse
chéri
énorme
réunir
paraître
baiser
affectueux
l'amabilité
vexant
consoler
le plaisir
apercevoir
rencontrer
déçu
la reconnaissance
déguiser
avouer
saluer
plaisanter
disparaître
prêt
épargner
incapable
soupçonner
causer
hurler
la force
la retraite
étonnant
reconnaître
appartenir
la sottise
gros
le type
permettre
sourire
les gens
la peste
s'asseoir
la poupée
sot, sotte
inconnu
bizarre
la vérité
taquiner
presser
se débarrasser
le sort
l'impolitesse
embêter
malotru
le gars
élever
s'impatienter
se reposer
grogner
la façon
choquer
convenir
le confort
baisser
réveiller
le mécontentement
faillir
la jeunesse
se plaindre
l'ancêtre
se joindre

Farm
la ferme
la grange
le foin
la bûche
entassé
scier
l'aurore
la tulipe
le tuyau
les champs
la pie
l'oiseau
le renard
le ruisseau
le sapin
le fermier
le barrage

Government
le département
la préfecture
le comité
le magistrat
le fondateur
l'agent de police
régner
la douane

Home
l'aspirateur
sale
la poussière
la serrure
granit
ancien
fausse
moderne
la sonnette
la salle de séjour
la sonnerie
les oreillers
le voleur
la chambre à coucher
cueillir
le frigidaire
nettoyer
l'arbre
entourer
la planche
la pelouse
se trouver
le mur
la rangée
peindre
essuyer
propre
le jardinage
le tour
le siège
construire
loger
la banquette
le tableau
le décor
les rideaux

Meals, Food and Beverages
la vinaigrette
remettre
le citron
la manière
le fourneau
l'huile
fané
la purée
gâché
verser
le plat
le cuisinier
la recette
la farine
râpé
la noix
la quantité
la venaison
le champignon
l'aliment
congelé
doré
le saladier
hacher
le persil
le cresson
la ciboulette
mêler
mousseux
le mélange
replier
fumer
la céréale
le gourmand
le chou
la truite
la moutarde
la saucisse
le maïs
maigrir
la tarte aux fruits
la technique

le résultat
savoureux
les ordures
le service
la poêle à frire
mou, molle
la serveuse
le jus
l'ananas
le moyen
la nourriture
la vanille
la crème fouettée
la cafetière
la casserole
brûler
le toast
flamber
empoisonner
avaler
la moitié
le cordon bleu
le gruyère
le camembert
le porc
le roquefort
goûter
la tige
égoutter
l'artichaut

Neighborhood and Services
le supermarché
le propriétaire
la livraison
la compagnie a'assurance
les environs
la téléphoniste
le gérant
la cabine téléphonique
le directeur
le jardin zoologique
l'usine
le centime
payer
le trajet
l'immeuble
le comptoir
livrer
peser
les affaires
échanger
le marché
dépenser
la remise
le disquaire
la marchande
le charcutier
le fabricant
empaqueter
l'inertie
l'houille blanche
la monnaie
le drugstore
le snackbar
vendre
ajouter
le square
la cathédrale
le système
le trafic

Parts of the Body and Clothing
les genoux
pointu
le dos
bâiller
la fourrure
le béret
chauve
la brosse à dents
les sous-vetements
le pyjama
le talon
la taille
le ventre
la pâte dentifrice
le revers
l'entorse
le cuir

School Life
l'examen
la botanique
le dictionnaire
essayer
l'étudiant
le groupe
le boursier
occupé
apprécier
intéressant
le nombre
remarquer
l'intérêt
la besogne
le savant
se tromper
indiquer
précis

dessiner
le plan
le projet
le détail
le reportage
les balivernes
l'honneur
le recueil
le lycée
habile
le but
effroyable
l'ouvrage
le sujet
l'écolier
l'effet
l'orateur
le discours
l'écran
projeter
le succès
les recherches
la rédaction

Sports and Recreation
le trappeur
la vedette
l'acteur, l'actrice
la cabane
ramer
la mise-en-scène
la pirogue
les applaudissements
le cantique
lutter
s'écraser
l'horreur
sauter
battre
améliorer
la tente
le film
les jumelles
s'exercer
la bobine
nautique
le skieur, la skieuse
le sac de couchage
jouir de
dresser
patauger
le campeur
geler
la baleine
se précipiter

la pile
le week-end
la guitare
le court de tennis
la balle
le joueur
la raquette
le filet
renvoyer
le mouvement
le défaut
jeter
la piscine
les chaines de télévision
chasser
faciliter
le terrain de camping
la piste de ski
raffoler
passionner
la marche

Transportation and Travel
la balade
l'avenir
le téléferique
le moteur
l'étiquette
le paysage
la grand'route
grimper
l'écriteau
la circulation
le frais
la chute d'eau
la chute
la rive
la pente
le palais
le musée
le départ
l'arrêt
pittoresque
le sentier
la montée
l'attirail
transporter
suivre
les bagages
fonctionner
traverser
car
le billet
le générateur
le commutateur

l'horaire
se diriger
l'ascenseur
le motocycliste
la valise

B. Everyday Expressions

à cause de
à l'arrière
à l'extérieur
à l'intérieur
ainsi de suite
allons donc
allons-y
s'approcher de
au contraire
au courant
au gratin
au grenier
au printemps
au secours!
auto en panne
autrefois
avoir confiance en
avoir l'air
avoir de la chance
avoir des nouvelles
avoir l'obligeance de
ça y est
ce que tu peux être bête!
c'est entendu!
se charger de
combien de temps
comme d'habitude
d'abord
d'autant plus
de bon appétit
de bon coeur
de jour en jour
demain soir
demander quelque chose à quelqu'un
de plus en plus
depuis peu
depuis quand
de quoi s'agit-il?
de temps en temps
d'habitude
se donner une entorse
se douter
du matin au soir
en automne
en avant!
en bois
en compagnie
encore une fois
en effet
en été
dans tous les sens
en haut
en hiver
en plein air
en plein essor
en plein ville
en réalité
en route
en solde
s'entendre bien
entendre dire
entendre parler
en tout cas
en vacances
être au courant
être au lit
être de retour
être en train de
faire cuire
faire des études
faire des progrès
faire du bien
faire du camping
faire du sport
faire la connaissance de
faire la cuisine
faire la médecine
faire la vaisselle
faire le ménage
faire mal à
faire partie
faire semblant de
faire ses adieux
faire une promenade à cheval
faire une promenade à pied
faire une promenade en auto
faire une promenade en bateau
faire une visite à
faire + infinitive *(voir, couper, bâtir)*
hier soir
Il me tarde de
Il n'en reste plus
Il y a trois jours
je m'excuse
je n'y arrive pas
j'espère que non
je vous en prie
j'y suis
L'affaire est dans le sac
laissez tomber
la semaine dernière
la semaine prochaine

le long de
le plus tôt possible
meilleur marché
se mettre
mettre le couvert
mon vieux
ma vieille
monter à bicyclette
mourir de faim
mourir d'envie de
mourir de peur
mourir de soif
n'importe
non plus
obtenir la communication
s'occuper de
par exemple
par hasard
par jour
se passer de
la pellicule à vingt poses
penser à
penser de
plaire à
se porter bien
pour ainsi dire
se préparer à
se promener (à cheval, à pied, en auto, en bateau)
qu'est-ce qu'il y a?
qu'est-ce qui ne va pas?
rendre visite à
ressembler à
sandwich au jambon
sans blague
songer à
tant pis
tenir à
se tirer de
tôt ou tard
tous les jours
tout de même
toute la matinée
valoir la peine
valoir mieux
vouloir bien
vouloir dire
y compris

C. Alphabetical Checklist

This list represents the minimum vocabulary to be learned in French, Level III. It is an aid in selecting words for examinations.

A
s'abîmer
absurde
acteur, actrice
affaires
affectueux
agent de police
ainsi
ajouter
aliment
amabilité
améliorer
ananas
ancêtre
ancien
apercevoir
appartenir
applaudissements
apprécier
arbre
argente
arranger
arrêt
artichaut
ascenseur
aspirateur
s'asseoir
assourdissant
attirail
au-dessus de
aurore
aussitôt que
autant que
autour de
autrement
avaler
avenir
avouer

B
bagages
bâiller
baiser
baisser
balades
baleine
balivernes
balle
bannière
banquette
barrage
bateau
battre

bavarde
béret
besogne
billet
bizarre
bobine
bonheur
botanique
bouillant
boursier
brosse à dents
brûler
bûche
but

C

cabane
cabine téléphonique
cafetière
camembert
campeur
cantique
car
caractère
casserole
cathédrale
causer
centaine
centime
céréale
certainement
chaines de télévision
chambre à coucher
champignon
champs
chant
charcutier
chasser
chauffage
chauve
chéri
choquer
chou
chute
chute d'eau
ciboulette
circulation
citron
comité
commode
commutateur
compagnie d'assurance
comptoir
confort
congelé
consoler
construire
continuellement
convenable
convenir
cordon bleu
couramment
court de tennis
crème fouettée
cresson
cric
cueillir
cuir
cuisinier

D

davantage
se débarrasser
décor
décourageant
découvrir
déçu
défaire
défaut
déguiser
demi-tour
départ
département
dépenser
déposer
des à-côtés
désordre
de sorte que
dessiner
dessus
détail
développement
dévoué
diable
dictionnaire
directeur
se diriger
discours
disparaître
disquaire
distinguer
divinement
domestique
doré
dos
douane
doubler
douzaine
dresser
drugstore

E
échanger
écolier
écouler
écran
s'écraser
écriteau
effet
effroyable
égoutter
élever
embêter
embouchure
empaqueter
empêcher
empoisonner
emprunter
en attendant que
ennuyé
s'ennuyer
énorme
ensuite
entassé
enthousiaste
entorse
entourer de
environs
épargner
époque
essayer
essuyer
étaler
étiquette
étonnant
étudiant
exactement
examiner
s'exercer
exquis

F
fabricant
se fâcher
facilité
façon
faillir
fané
farine
fausse
ferme
fermier
fièrement
figurez-vous
filet
film
flamber
foin
fonctionner
fondateur
fonder
forcé
fouiller
fourneau
frais, fraîche
frigidaire
fumer

G
gâché
garder
gars
geler
générateur
genoux
gens
gérant
gosse
gourmand
goût
goûter
grand-chose
grand'route
grange
granit
grimper
grogner
gros
groupe
gruyère
guitare

H
s'habituer
hacher
honneur
horaire
horreur
houille blanche
huile
hurler

I
imaginez-vous
immeuble
s'impatienter
impoli
impolitesse
impressionant
inadmissible
inattendu

incapable
inconnu
indien
indiquer
inertie
insurmontable
interdit
intérêt

J
jaloux, jalouse
jardin, zoologique
jardinage
jeunesse
se joindre
joueur
jouir de
jumelles
jus

L
lendemain
livraison
livrer
loger
lutter
lycée

M
magistrat
maigrir
maïs
majestueux
malotru
manière
marchande
marche
marché
mari
maudit
mécontentement
mélange
mêler
mener
merveilleux
mise-en-scène
modern
moitié
monnaie
montée
monteur
motocycliste
mou, molle
mousseux
moutarde
mouvement
moyen
mur
musée

N
naturellement
nautique
nettoyer
noix
nombre
nourriture

O
occupé
oiseau
orateur
ordures
oreiller
original
ouvrage

P
passionner
palais
palpitant
paraître
parfois
je parie
part
particulièrement
passion
patauger
pâte dentifrice
payer
paysage
peindre
pellicule
pelouse
pénible
pente
permettre
persil
peser
peste
peut-être
pie
piéton
pile
pirogue
piscine
piste de ski
pittoresque
se plaindre
plaisanter

plaisir
plan
plancher
plat
se plonger
pneu de crevé
poêle à frire
pointu
pont
porc
poupée
poussière
précieux
se précipiter
précis
préfecture
prénombre
presque
presser
prêt
prétexte
probablement
projet
projeter
promettre
prononcer
propre
propriétaire
puisque
puisse
purée
pyjama

Q

quantité

R

raffoler
ramer
rangée
râpé
rapide
raquette
rayé
recette
recherches
reconnaître
reconnaissance
recueil
rédaction
réellement
régner
remarquable
remarquer
remettre
remise
renard
rencontrer
renseignements
renverser
renvoyer
replier
reportage
se reposer
résultat
retraite
réunir
réveiller
revers
rideaux
rigolo
rive
roquefort
roue de rechange
ruisseau

S

sac de couchage
saladier
sale
salle de séjour
saluer
sapin
saucisse
sauter
savant
savoureux
scier
secours
sensationnel
sentier
serrure
serveuse
service
siège
skieur, skieuse
snackbar
soigner
soigneusement
somptueux
sonnerie
sonnette
sort
sot, sotte
sottise
soupçonner
sourire
sous-vêtements
soutenir
spécimen

spectaculaire
square
stationnement
succès
suivre
sujet
superbe
supérieur
supermarché
supplice
sûrement
système

T
tableau
taille
tais-toi
talon
tant de
tandis que
tapis
taquiner
tarte aux fruits
tas
technique
téléferique
téléphoniste
tellement
tel que
tente
terrain de camping
tige
toast
tour
tournant
trafic
trajet
tranquillement
transporter
trappeur
traverser
tromper
se trouver
truite
tulipe

U
usine
utiliser

V
valise
vanille
vedette
veille
venaison
vendu
vente
ventre
vérité
verser
vexant, vexer
vécu
vie
vinaigrette
vitesse
voleur
volontiers

W
week-end

IV. CULTURE

The culture of Level III is a continuation of the main theme, *France of the French*. The recommendation against making these materials objects of pure memorization is restated. The learning of cultural facts by seeking, finding, seeing, drawing, shading, clipping, and collecting items, is more valuable and has a more permanent effect on the pupils.

The items listed below relate specifically to the social and economic life of the people in modern France.

A. Daily life in France

1. Houses - types of construction, the rooms, walls and garden
2. Family life
   a. Members of the family and their regard for one another
   b. Family meals
   c. Family recreational activities
3. Recreation in France
   a. Family gatherings
   b. Social visits
   c. *Cafés*
   d. "Squares" or "*jardins publics*"
   e. Radio or television
   f. Magazines
   g. Sports
   h. Vacations
   i. Resort areas
4. French economic life
   a. Agricultural
   b. Commercial
   c. Industrial
5. French cuisine
   a. Importance of culinary art in French life.
   b. Characteristics of French cuisine
   c. The specialties of local regions

6. Transportation
   a. Streets; "places"
   b. Vehicles

B. Important historical monuments of Paris, and others met in conjunction with language learning.

SUGGESTED ACTIVITIES

In addition to what has been recommended in Levels I, and II, the following list of activities will help to achieve the objectives of Level III (Additional suggestions can be found in the New York State Education Department's publication, "*French for Secondary Schools*", pages 113-124).

I. PLAN

A. An imaginary trip to France
   1. Arrangements-accumulating as much information as possible e.g., passports and visa requirements, vaccinations, means of transportation, clothes required according to season, currency, places to be visited, holidays that will occur during the visit and the form of their celebration.
   2. Impressions on arrival-noting *Orly or Le Havre;* landscapes, streets, buildings, dress, in cities and provinces; *cafés* and restaurants; architecture.
   3. Means of transportation within France

B. A visit to a French home
   1. Description of house or apartment
   2. Meals
   3. Amusements

C. A party, including as many French dishes, songs and dances as possible.

II. PREPARE A MAP OF FRANCE – showing the cultural and economic centers.

III. ENCOURAGE LETTER-WRITING (individually or collectively)

A. to French pen-pals

B. to the French Embassy in U.S. requesting information about travel in France

C. to the United Nations requesting posters with French captions or material written in French.

IV. COMPARE

A. Family life in France and U.S.A. (urban and rural)

B. Sports practiced by the French and people of the U.S.A.

C. Entertainment in France and U.S.A.

D. French house with U.S. home

V. USE FRENCH PROVERBS – Have pupils memorize the proverb and use it as a response to roll call. Gessler, (see bibliography) has a series of popular proverbs printed on varnished cardboard. Put up a new one each week.

VI. MAKE DISPLAYS

A. Paris fashions

B. Pictures of foreign pen-pals with post cards and other *réalia* which they have sent.

VII. USEFUL MATERIALS

Berlitz film strips and tapes (with incidental aids) relate the experiences of an American businessman during a month's stay in Paris.

Une Année en France –a series of film strips with taped narration by Peter Buckley may be presented in English and as comprehension improves and familiarity with the scenes is gained the French version can be substituted.

METHODOLOGY

I. LISTENING

The Level III pupil should hear French spoken by native speakers. In order to provide this listening experience, the teacher should utilize films, records and tapes, the content of which is within the scope of this level. Simple conversation between the pupils and native speakers, e.g. exchange pupils, can prove enjoyable, motivating and can help to improve listening comprehension.

II. SPEAKING

An "oral warm-up" using familiar material should begin every class period. At this level the pupil should be encouraged to ask his questions in

French and should be expected to respond in French. The use of English should be limited to a brief period at the end of the hour to enable the pupil to ask questions about the more difficult elements of the day's lesson.

III. READING

Reading selections should be graded and varied. New vocabulary and expressions, as well as cultural items, should be presented with the reading material. The density of new words should be limited to one new item in every 35.

The presentation of the reading unit will be preceded by a series of aural-oral drills based on the content of the selection to be read. The new structures which appear in the reading selection will be presented and mastered audio-lingually before being introduced as reading.

Reading aloud any material which has not been previously seen or heard can be detrimental to good pronunciation and intonation.

Choral reading will be gradually replaced by individual recitation. While the first enhances good pronunciation, the latter serves as a check-up for individual variations from the norm and provides opportunity for instant individual and collective corrections.

IV. WRITING

At this level writing is expanded to include answers to questions based on reading selections, summaries of reading selections and guided compositions within the scope of the materials studied.

SUGGESTIONS FOR A READING LESSON

I. MOTIVATION

A. It should be based on the experiences and interests of pupils.

B. If the selection is part of a story, the connection with previous reading should be made.

C. Occasionally, reading of selections from previous levels of competency is effective in building up the pupils confidence;

II. AIMS

A. To develop an understanding of the meaning of the reading selection.

B. To increase the active vocabulary and to acquire passive vocabulary.

C. To learn or increase the control of structural patterns.

D. To acquire cultural appreciation.

E. To provide a frame of reference for conversation.

III. PREPARATION

A. Explanation of new lexical items by means of definitions, synonyms, antonyms, cognates, drawings, gestures, pictures, flashcards and transparencies proceeding from the known to the unknown.

B. Explanation of Structures - Comparison with familiar examples of previously mastered structures. New structures should be introduced and practiced audio-lingually.

The use of English is sometimes expedient.

IV. READING

A. Mechanics

1. Oral by teacher. Books closed.
2. Oral by teacher. Books open.
3. Choral reading. The teacher repeats the oral reading in short phrases and with pauses. The pupils repeat the phrases in chorus while reading from the text.
4. Silent reading.
5. Choral reading of the entire selection.
6. Individual oral reading as pupils demonstrate proficiency.

B. Comprehension check

1. Questions and answers
   a. Factual
   b. Personal
2. Modified true-false statements. If statement is false change the word or expression to make it true.
3. Multiple choice items, oral-aural or written.
4. Completion. *Paul a dix ans. Il n'est pas vieux; il est* _____.
5. Summaries.
   a. Oral or written in the foreign language
   b. Written, in English
   c. Dictated summary

C. Assignment

1. Rereading of the passage
2. Writing answers to selected questions based on the selection
3. Writing a summary in English
4. Using new lexical items in familiar patterns.

EVALUATION

The procedures of testing which were developed quite fully in Level I can be adapted to the program in Level III. While the basic testing principles remain unchanged, the material will need to be modified for the Level III pupil. The suggestions listed below are in addition to the procedures outlined for Level I (pages 26 - 28):

I. LISTENING COMPREHENSION

A. A question is asked on a short passage (3 - 4 lines) by the teacher. The pupil chooses the correct response from four alternatives on the test paper. Both the question and passage are read twice. The content of the passages should contain familiar material.

B. Written or oral answers in complete sentences to direct questions, presented orally.

C. Dictation of material that is already familiar through audio-lingual experience and reading. (The dictations should be short and frequent).

II. SPEAKING

A. Have pupil read aloud a passage that is already familiar. This will check intonation, pronunciation and comprehension.

B. Have pupils answer questions orally.

C. Oral description of pictures, filmstrips, transparencies, etc.

D. Directed Dialogue. In English or French the teacher instructs a pupil to initiate a conversation by asking another pupil about his school program, his home, his favorite forms of recreation, his friends, etc.

III. READING

See page 26 – Comprehension check in the Model Reading Lesson Plan.

IV. WRITING

A. Rejoinders to statements and responses to questions or commands.

B. Written answers to auditory comprehension exercises.

C. Answers written to a series of oral or written questions to make a unified composition, e.g.

Quel voyage avez – vous l'intention de faire cette année?
Qui vous accompangnera?
Quelles villes voudriez – vous visiter?

D. Description of pictures, filmstrips, transparencies, etc. This can be coordinated with cultural themes or can be a description of an action sequence.

LEVEL IV

GUIDING PRINCIPLES

The four skills should be more thoroughly integrated in Level IV. Listening and speaking skills are further developed as the pupil participates in discussions, in French, of reading selections taken from textbooks, newspapers, magazines, etc. The reading material and the listening, speaking and writing activities should be coordinated with the teaching of culture. Some extensive or supplementary reading will be done at this level.

In order to obtain a better understanding and appreciation of the French people and their civilization, abundant audio-visual materials and field trips are essential.

Class sessions should be conducted entirely in French and pupils should be expected to speak French.

OBJECTIVES

I. Linguistic

A. To develop the understanding and speaking of French to the highest possible level.

B. To develop further skill in reading.

C. To write more skillfully dictations and directed compositions.

II. Cultural

A. To expand previous topics with a continued interest in *deep culture.*

B. To make the pupils aware of the impact of French genius on the various fields of formal culture.

CONTENT AND SCOPE

In Level IV, attention is focused on life in the various regions of France to show the diversified interests of the people of that country and their contributions to the development of world civilization.

I. TOPICS

A. **Area Culture** – means of travel, economic activities, shopping, cuisine, amusements and tourist attractions in the various geographical regions and provinces.
   1. Paris
   2. Provence
   3. Normandy
   4. Brittany
   5. Alsace
   6. Loire Valley
   7. Alps
   8. South-western France

B. **Formal Culture** – principal contributions from the Middle Ages to the present in Literature, Art, Science, Music, Education.

C. Government
   1. Administration of France
   2. The French Community
   3. The role of France in international affairs

II. STRUCTURES

It is essential to review the items taught in Levels I, II, and III. They will be presented in greater detail. Level IV will include new items, particularly those which are needed to give the pupil the knowledge required for the reading and writing activities which are more important in this level.

A. Articles
   1. Partitive – before preceding adjective
   2. Use with:
      a. Nouns of weight and measure
      b. Nouns in general sense
      c. Certain expressions of time – *la sermaine prochaine*

B. Pronouns
   1. Personal
      a. Double object
      b. Position before verbs
   2. Relative – *ce qui, ce que, lequel, dont*

C. **Prepositions** – use of *à en, dans* and *de* with names of places

D. Verbs
   1. Orthographical changing – *manger, commencer, envoyer, appeler, jeter, acheter, espérer*
   2. Tenses:
      a. Conditional and pluperfect of all regular and irregular verbs listed for Levels I, II, and III.
   3. Conditional sentences
   4. Implied future after *quand, lorsque, aussitôt que, dès que*
   5. Present participle with *en*
   6. Agreement of past participle
   7. Past infinitive with *après*

III. A TOPICAL VOCABULARY

This list is an extension of previous listings, and serves as an aid to conversation and composition.

Animals, Birds and Insects
le corbeau
le bec
le taureau
se sauver
la corne
l'abeille
le nid
le troupeau
la trompe
le pinson
le singe
le coq
rusé
malin
l'oie
le grognement
ronronner
attraper
tater
traîner
la patte
le mugissement
le cochon
le mouton
le toison
le museau
le pâtre
la cigogne
le canari
le perroquet
traire
la comice agricole

Family Life
l'espion
l'individu
la bagarre
la paix
le complice
fumer
se battre
la douceur
la gentillesse
le salut
se dévouer
le parrain
se débrouiller
exagérer
l'avare
la corvée
le seigneur
loucher
mignon
le courtisan
gémir
digne
douloureux
la dette
soutenir
l'enfance
flatteur
le désastre
le job
filer
prêter
forcené
l'égoïste
dérober
le chevalier
veiller
l'humeur
massacrant
consacrer
rire
la faveur
la confiance
maligne
le bébé
le mensonge
mentir
le repos
le désir
l'espoir
pincer
muet
oser
la demoiselle
maladroit
s'adresser à
le soldat
la coutume
déplaisant
épouser
le cadet
réjouissant
dédaigner
le comte
furieux
se disputer

Government
élire
le fusée
nucléair
le poste de police-secours
le commissaire
la feuille d'impôt
l'impôt
le commissariat
la bataille
l'état
l'entrepôt
la devise
le timbre
la guerre
folklorique
le trouvère

Home
le marronnier
l'échelle
accrocher
branler
le lilas
économiser
briser
bouger
empiler
le fait
escalader
la fougère
le buisson
la corde
l'étui
usé
appuyer
glisser
s'arranger
étendre
asperger
munir
élastique
le tissu

la lueur
le fauteuil
entretenir
le cuivre
la batterie de cuisine
détruire
enfermer
encaustiquer
la soupière
la théière
le clou
la marmite
tirer
la crémaillère
sauf
repeint
le sol
se cotiser
ensemencer
secouer
l'horloge
réparer
le fourneau
les frais
le toit
les meubles
l'ampoule
la rouille
la tâche
la muraille
la brique

Neighborhood and Services
la loi
le propriétaire
le carrefour
la fabrication
coûteux
la tour
le viticulteur
l'abbaye
le facteur
le courrier
la réclame
la devanture
la foule
le pourboire
la librairie
la plonge
le plongeur
le pâtissier
le couturier
le tapissier
parcourir
la poissonnerie

l'emballage
juger
la façade
le portail
le clocher
la valeur
le tintamarre
le litre
le seau
la clôture
la laiterie
le couvercle
fendre
l'antiquité
l'antiquaire
expédier
acquérir
les alentours
le trottoir

Meals, Food and Beverages
le vinaigre
le champignon
la goutte
plantureux
petit
le pain
remeur
le chausson aux pommes
le chou à la crème
écraser
le potage
la volaille
la limonade
trancher
la choucroute
la tartine
le morceau
rôti
le souper
le panier
le riz
gras
la cerise
les petits pois

Parts of the Body and Clothing
la lèvre
la voix
peigner
repasser
le poudrier
l'imperméable
la rage
la guérison

le vaccin
aigrir
imbuvable
gâter
le tonneau
le flacon
cacheter
l'ouate
la moisissure
la blessure
le tampon
la peau
le sang
hardi
amaigrissant
l'estomac
la tenue négligée
la douche
le savon
le front
le regard
l'épingle
la paille
le parapluie
la santé
l'âme
la botte
le caoutchouc
la laine
le régime
raide
plier
fatigant
le soulier
le poignet
le linge
l'épaule
la mâchoire
la perruque
la dentelle
la cheville
se fouler
le pongé de soie
souple
le crachement
l'hypocondre
se porter
le pouls
le foie
le poumon
la voile

School Life
la feuille
la titulaire
distraire
la malchance
poursuivre
régler
l'éprouvette
l'expérience
la chimie
l'échec
l'entrevue
conseiller
la spéléologie
répliquer
lire
le bac
la littérature
la philosophie
le ruban magnétique
le magnétophone
le commentaire
se reprocher
l'externe
l'interne
l'exposé
la revue
l'oeuvre
le pavé
rater
réfléchir
la voyelle
renseigner
exiger
la traduction
gronder
le lecteur
surveiller
la balade
le supplice
imposer
l'aquarelle
les gravures
le roman
deviner
l'entretien
le discours
les coupures
empêcher
le maître
la maîtresse
le résumé
le congé
l'écrivain
célèbre

Sports and Recreation
le banc

l'accordéoniste
le guitariste
le bâton
les joueurs
le pagaie
pagayer
le hors-bord
lancer
la pétanque
le luth
le tournoi
le rempart
le film policier
le fond
le cinéaste
la caméra
le plateau
réserver
le répertoire
la fin
le chanteur
la queue
le bouquiniste

Transportation and Travel
l'hôtesse de l'air
le débarquement
le guichet
défendu
bouleverser
l'écriteau
le corsaire
l'île
le coffre
la portière
l'étroit
bouger
le turboréacteur
le hélicoptère
voler
rude
le brouillard
l'orage
l'aile
aéronautique
pousser
décoller
le sifflement
l'engin
l'entraînement
le vol
l'essence
le kérosène
ambulant
le séjour
la dépense
la routière
le pas
le billet d'aller et retour
le croisement
le sentier
l'agence de voyage
fuir
le quai
la carte postale
le grec
le chinois
le sommet

B. Everyday Expressions

à jeune
à l'essai
à partir de
à son actif
à tout jamais
au courant
au fur et à mesure que
au moyen âge
au volant
avoir du mal
avoir l'occasion
bien portant
bonnes choses à manger
ça fait deux
cela m'est égal
cela ne m'emballe pas
chic alors!
le coup de feu (poing)
dans de beaux draps
de grand luxe
de l'autre côté
de toute façon
donner un coup de main
éclater de rire
en attendant
en fuite
en miettes
être de votre avis
faire de la fantaisie
faire de l'escrime
faire des affaires d'or
faire semblant de
gagner la vie
garder à terre
s'intéresser à
jamais de la vie
jeter un coup d'oeil
j'y pense
se marier avec
ne mener à rien

se mettre en colère
moi non plus
on aura tout vu
ouais!
par erreur
par terre
passer par
poser un lapin
poste d'essence
que diantre!
quelque part
s'en aller
se rendre compte de
se servir de
servir à
sous ce rapport
s'y prendre
tarder de
Tenez!
tout à fait
tout droit
tourner un film

C. Alphabetical Checklist

This list serves as an aid to reading and to the preparation of test materials.

A
abbaye
abeille
accordéoniste
accrocher
ace
acquérir
s'adresser
aéronautique
affarement
affreux
agence de voyage
agricole
aigrir
aile
âiné
alentours
s'allonger
amaigrissant
ambulant
âme
ampoule
ange
antiquaire
antiquité
appuyer
aquarelle
s'arbouter
s'arranger
arrondi
asperger
attirer
attraper
audace
auditrice
avant de
avare
aventure

B
bac
bagarre
balade
banc
barbu
bataille
bâton
batterie de cuisine
se battre
bec
bidon
bilan
billet d'aller et retour
blessure
boîte
botte
bouffon
bouger
bouleverser
bouquiniste
bourse
branler
brique
briser
brouillard
buisson
buter

C
cacheter
cadet
caméra
canari
caoutchouc
carrefour
carte postale
célèbre
cerise
se changer
chanteur
chauffer
chausson aux pommes

chevalier
cheville
chimie
chinois
chou à la creme
choucroute
ciel
cigogne
cinéaste
clôture
clou
cochon
coffre
comice agricole
commentaire
commerce
commissaire
commissariat
complice
comte
confiance
congé
consacrer
conseiller
constater
construire
convenablement
coq
corbeau
corde
corne
corsaire
corvée
se côtiser
coup d'oeil
coupure
courrier
courtisan
coûteux
coutume
couturier
couvercle
crachement
crémaillère
crever
croisement
cuivre

D

débarquement
débrouillard
se débrouiller
décoller
dedans
dédaigner
défendu
dentelle
dépense
déplaisant
dérober
désastre
désir
détruire
dette
devanture
deviner
devise
se dévouer
diabolique
digne
distraire
douceur
douloureux
dur

E

échec
échelle
éclatant
économiser
écraser
égoïste
élastique
élire
éloigner
emballage
empiler
encaustiquer
enfance
enfermer
enfonce
engin
ensemencer
entendu
entraînement
entrepôt
entretenir
entretien
environnant
épaule
éprouvette
escalader
espace
espion
essence
estomac
état
éntendre
étroit
étui

exagérer
exemplaire
exiger
expédier
expérience
exposé
externe

F
fabrication
façade
facteur
fait
fasse (faire)
fatigant
fauteuil
faveur
fendre
feuille
filer
film policier
fin
flacon
flatteur
folklorique
foie
fond
forcené
fougère
foule
se fouler
fourneau
les frais
front
fumer
furieux
fusée

G
gâter
gémir
généreux
gens du peuple
gentillesse
glisser
gravures
goutte
gras
grec
gronder
grognement
guérison
guerre
guichet

H
hardi
hélicoptère
horloge
hors-bord
hôtesse de l'air
humeur

I
île
imbuvable
imperméable
imposer
impôt
individu
infime
inoubliable
interne
inutilisable

J
job
jouets
juger

K
kérosène

L
laine
laiterie
lecteur
lèvre
librairie
lice
lilas
limonade
lire
litre
littérature
loi
loucher
lueur
luth

M
mâchoire
magnétephone
maladroit
malchance
mâle
malin
mari (de coeur)
marmite

marronnier
massacrant
maître
maîtresse
méchant
mensonge
mentir
métier
meubles
mignon
modérément
moisissure
moutons
morceau
muet
mugissements
munir
muraille
museau

N
nid
nucléair

O
oeuvre
oie
orage
oser
ouate

P
pagaie
pagayer
paille
paix
panier
parapluie
parbleu
parcourir
par-dessus
parmi
parrain
pas
passager
pâtissier
pâtre
patron
patte
pavé
peau
peigner
se pencher
perroquet
perruque
pétanque
petit pain
petits pois
philosophie
pincer
pinson
piquet
piqure (d'abeille)
plantureux
plateau (du théâtre)
plier
plonge
plongeur
pluie
poche
poignet
poissonnerie
pongé-de soie
portail
portefeuille
portière
se porter
poste de police-secours
potage
poudrier
pouls
poumon
pousser
pourvu que
pourboire
poursuivre
précieusement
prenne (prendre)
prêter
prévenir
prix
profond
propriétaire
puisque
puissant
pull-over

Q
quai
quotidien

R
raide
rage
rapporter
rattraper
réclame
réfléchir
régime
régler

rejouissant
relever
rempart
remplacer
remuer
renseigner
réparer
repasser
répertoire
repeint
répliquer
repos
se reprocher
réserver
résumé
revue
risquer
rocher
roman
ronronner
rôti
routier
ruban magnétique
rude
rusé

S
salut
sang
santé
sauf
se sauver
savon
seau
secouer
seigneur
séjour
selon
sentier
se sentir
sifflement
singe
socle
sol
soldat
sommet
soulier
souper
soupière
souple
spéléologie
suffire
supplice
suprenant
surveiller
syllabe

T
tampon
tapissier
tartine
tâter
taureau
télé
tellement
tenue négligée
théière
timbre
tintamarre
tirer
tissu
titulaire
toison
toit
tondu
tonneau
tournoi
traduction
traîner
trancher
tremblotant
trésorier
trompe
trottoir
troupeau
trouvère
turboréactuer

U
usé

V
vaccin
valeur
veiller
vinaigre
viticulteur
voix
volaille
vol
voler
voyelle
voyou

IV. CULTURE

In Level IV, the third theme of the New York State Curriculum guide will be followed. The title, *France in the Development of Civilization,* suggests the presentation of formal culture by recognizing the important French creators

and performers.

The educational and political system of France is pertinent to the twelfth year course of American History which stresses international understanding.

A. Education in France
   1. French attitude towards education and educated people
   2. Government control of education
   3. *Écoles maternelles, Écoles primaires élémentaires*
   4. Various types of secondary education
   5. Examination system
   6. Award system
   7. Universities; Special schools (art, technical)

B. Government in France
   1. The 5th Republic
      a. Executive
      b. Legislative bodies
      c. Local government
   2. The Community
      a. Important members
      b. Relationship to France
      c. Important products
   3. The Citizens of France
      a. Who they are
      b. Voting and taxation
   4. The Role of France in International Affairs
      a. NATO
      b. The Common Market
      c. Nuclear agreements

C. French Contributions to Civilization
   1. Literature – Important French writers and their work
   2. The Arts – Painting, sculpture and architecture
      a. Outstanding painters and their work
      b. Outstanding sculptors and their work
      c. Outstanding architects and their work
   3. Drama
      a. The outstanding plays and playwrights
      b. The development of motion pictures – directors, films and festivals internationally known
   4. Music
      a. Outstanding composers and their work
      b. Popular music and light opera; famous performers

SUGGESTED ACTIVITIES

Participate in the organization of a Christmas Assembly or any other celebration in conjunction with the Foreign Language Department, the Music Department, the Art Department, the Council of World Affairs or American Field Service.

Make a file of current events about France and the French Community. The cumulative effort may be displayed or a delegation sent to make a report to the American History class concerned with international affairs.

Have talented pupils sing or play French compositions, (folk songs, popular songs, arias from operas or operettas). Have good commercial recordings made a part of routine class procedure. When music (symphonic or operatic) by French composers is being featured, plan an evening at Kleinhans Music Hall.

Invite senior art pupils to discuss the characteristics of the various schools of French painting. A field trip to Albright-Knox for a guided tour could follow.

Perform scenes from well-known French plays.

Plan a theater party at the Studio Arena for the annual *Molière* presentation.

Subscribe to (Paris-Match or other) French magazines and newspapers. Cut-outs from old copies can be used for bulletin board displays.

Have pupils prepare imaginary telephone conversations in French on various subjects. (shopping or social events).

Play games based on culture.
a. Who am I? (Pupil relates facts about a famous person and classmates try to guess the identity).
b. Ask me a question. (Class asks questions to find the identity of a pupil impersonating a famous Frenchman.

For supplementary reading, the following texts can be ordered from the approved list:

Sans Famille	*En Vacances*
Histoire de France	*Arsène Lupin*
La France Actuelle	*Topaze*
Pour Les Bavards	*Graded French Readers*

[illegible] read letters from pen pals with answers to qu[illegible] have been asked regarding schools, fashions, [illegible] cuisine and other items of area culture.

METHODOLOGY

The techniques suggested for use in Level III form

the basis for reaching the objectives in the Level IV program.

Tapes and records will bring into the classroom the sounds and viewpoints of a variety of Frenchmen. (Taped pen-pals provide excellent models).

The teacher should encourage informal conversational groups. Topics for discussion can center on areas of real interest to young people. Oral reports in simple French followed by brief questions and answer periods can focus on the major features of French civilization.

Reading material will include works of literary merit as well as selections from foreign newspapers and magazines.

Pupils continue to write what they can say. Letter writing to pen-pals can now be done in the foreign language.

The New York State Curriculum Guide (p. 177-185) contains a model lesson which demonstrates the use of material to develop audio-lingual competency on a cultural topic.

EVALUATION

The manner of testing the four skills in Level I and more fully developed in Level III continue to be valid in Level IV. There will be a necessary adaptation of materials and format to recognize the changing interests, maturity and further language competency of a fourth level pupil.

By this time, the pupil should be confident of his ability to communicate in French in practical situations. Testing materials can reflect a variety of situations; e.g. – telephone conversations, simple shopping procedures, social small-talk, getting and giving directions, making appointments, understanding and discussing news broadcasts and weather reports, and sports.

Audio-visual aids will check identification of: musical selections, paintings, monuments and literary excerpts. Scenes from sound movies, filmstrips, tapes and records can serve as material for auditory comprehension. A picture, a cartoon or a film can provide the stimulus for a brief oral or written report. Ask the pupils to tell or write what they see.

Recitation of selected poems will test pronunciation, intonation as well as understanding. Similarly pupils may be asked to present short skits.

Matching tests provide means of identifying important personalities, events and places, and checking vocabularies through synonyms and antonyms.

APPENDIX

REFERENCE CODE

Reference code for materials in lesson plans and Supplementary Activities (For details, cf. Bibliography)

AFL	–	*Audio-lingual methods in French*, New York State Education Department
APP	–	Appendix
BER	–	*Pathescope-Berlitz Audio-visual Language Series: French*
ECR	–	*Écouter et Chanter* records
EPP	–	*Écouter et Parler* Pupils Text
EPT	–	*Écouter et Parler* Teacher's Edition
EP-f	–	*Écouter et Parler* flashcards
EP-t	–	*Écouter et Parler* tapes
EP-tr	–	*Écouter et Parler* transparencies
PLC	–	*Premières Lectures Culturelles*
SYL	–	*French for Secondary Schools*, New York State Education Department syllabus
UAF	–	*Une Année en France*

APPENDIX I

Christmas Carols

Vole Traîneau (Jingle Bells)

Vole traîneau, vole traîneau,
Vole comme le vent.
Gais costumes, blanche neige.
Quel bel amusement.

Vole traîneau, vole traîneau,
Vole comme le vent.
Gais costumes, Blanche neige.
Quel bel amusement.

Sainte Nuit, Douce Nuit (Silent Night, Holy Night)

Sainte nuit, douce nuit
Tout est calme, tout reluit
Voyez Marie et son enfant
Saint Enfante, si calme et charmant
Dors en cette paix céleste.
Dors en cette paix céleste.

O Venez Vous Fidèles (O Come All Ye Faithful)

O venez vous fidèles
Joyeux et triomphants
O venez, O venez à Bethléem.
Regardez L'enfant
Né le roi des anges
O venez et adorez, O venez et adorez,
O venez adorez
Christ, le Roi.

Mon Beau Sapin (O Christmas Tree) (O Tannenbaum)

Mon beau sapin, roi des forêts,
Que j'aime ta verdure!
Mon beau sapin, roi des forêts,
Que j'aime ta verdure!
Quand par l'hiver bois et güerets
Sont dépouillés de leurs attraits,
Mon beau sapin, roi des forêts,
Tu gardes ta parure.

Trois Rois Sommes Nous de L'Orient (We Three Kings of Orient Are)

Trois rois sommes nous de l'orient
Avec les cadeaux pour l'enfant
L'étoile nous a conduit ici
De lointain, voyageant.

Oh – – Etoile brillante, étoile vraie,
Etoile de céleste beauté.
Nous conduisant,
Nous précédant,
Continue à nous aider.

Les Anges Annoncent Les Bonnes Nouvelles (It Came Upon a Midnight Clear)

Les anges annoncent les bonnes nouvelles,
Les nouvelles si glorieuses,
Ils touchent à leur harpe d'or
Et chantent à voix joyeuses.
"Paix sur la terre, parmi les hommes,
De notre Seigneur adoré."
Le monde en silence tranquille reste,
Pour les entendre chanter.

Il Dort Dans Une Crèche (Away in A Manger)

Il dort dans une crèche,
Il n'a pas de lit,
Le petit Enfant Jésus,
Si doux et joli.
Les étoiles des cieux
Le regardent, si aimable
Le petit Enfant Jésus
Qui dort dans l'étable.

Sois Aimable, Sois Aimable (Deck the Halls)

Sois aimable, sois aimable,
Tra la la la la la la la la.
Tout le monde chante, chante,
Tra la la la la la la la la
Quelle bonne fête, quelle bonne fête,
Tout le monde chante, chante,
Tra la la la la la la la la,
Tout le monde chante, chante,
Tra la la la la la la la la.

O Petit Village de Bethléem (O Little Town of Bethlehem)

O petit village de Bethleém,
Le berceau de Jésus,
O saint village de Bethléem,
Le berceau de Jésus.
Le roi que nous adorons
Le Saveur destiné
Le roi qui vint au monde
Pour nous donner la paix.

Paix Sur la Terre (Joy to the World)

Paix sur la terre.
Foi et amour
Le Roi des hommes est né.
Nous chantons dans le choeur.
Avec les anges.
Nous adorons le Roi, Nous adorons le Roi,
Nous disons:
Alléluia!

Al – lé – lu – ia!

Cantique de Noël (O Holy Night)

Minuit chrétien, c'est l'heure solennelle
Où l'homme Dieu descendit jusqu'à nous,
Pour effacer la tâche originelle
Et de son père arrêter le courroux.
Le monde entier tressaille d'espérance
Acette nuit qui lui donne un sauveur:
Peuple, à genoux, attends ta délivrance:
Noël! Noël! Voici le Rédempteur! (Repeat)

De notre foi, que la lumière ardente
Nous guide tous au berceau de l'enfant
Comme autrefois, une étoile brillante
Y conduisit les chefs de L'Orient.
Le Roi des Rois nait dans une humble crèche,
Puissants du jour, fiers de votre grandeur,
A votre orgueil, c'est de là qu'un Dieu prêche
Courber vos fronts devant le Rédempteur. (Repeat)

PROJECT: Nursery Rhymes

Prepare a booklet using these rhymes. Secure appropriate illustrations for each. Illustrate them with your own drawings if you wish.

Memorize at least one of them.

Suggested Titles

Le royaume des enfants
Les vers magiques
On s'amuse
Poésie pour les petits
La vie en rose
Sans rime ni raison
Vers de ma mère l'oie
Chantez un air de douze sous
Fleurs de l'enfance

1. *Un homme de sagesse merveilleuse,*
   Qui habitait notre lieu,
   Sauta dans une touffe de ronces,
   Et égratigna ses yeux;
   Et quant il vit ses yeux détruits,
   Il fit un grand effort,
   Il sauta sur une autre ronce,
   Et les remit d'accord

2. *Petite Mademoiselle Mouffet*
   S'assit sur un touffet,
   Et là son lait caille elle mangea
   Une araignée s'introduisit,
   A son côté se mit
   Et Mademoiselle se dérangea.

3. *Marie, Marie, qui contraires,*
   Dans ton jardin qu'y a-t-il?
   "Des cloches d'argent, coquilles à dents,
   Et une rangée de belles filles rares".

4. *Le petit Jack Foin s'assit dans un coin*
   Avec une tourte de Noël à lui;
   Il y mettait la pouce et extrayait prune douce;
   En disant, "Quel bon garçon je suis! "

5. *Ba! Ba! brébis noire, as-tu de la laine?*
   "Qui, Monsieur, oui, Monsieur, trois poches pleines;
   Une pour le patron et une pour Mère Marcelle,
   Une pour le mioche qui pleure dans la ruelle."

6. *Écoute! Pourquoi? Les chiens aboient,*
   Car les gueux viennent en ville;
   Quelques-uns en bure, quelques-uns en velours,
   Et quelques-uns en guenilles.

7. *Dans un soulier habitait une vieille commère;*
   Elle avait tant d'enfants, elle ne savait qu'en faire:
   Elle leur donnait du potage, sans un morceau de pain,
   Les fouettait et chassait au lit de ses mains.

8. *Minette! Minette! d'où viens-tu?*
   "J'ai été à Londres, où la Reine j'ai vue."
   Minette! Minette! qu'as-tu fait, dis?
   "Sous une chaise j'ai effrayé une petite souris."

9. *Un simple Officier rencontra un Pâtissier*
Qui venait de la foire:
Dit le simple Officier au Pâtissier:
"Puis-je goûter, donc ce soir? "
Dit le Pâtissier au simple Officier:
"Montrez-moi vos sous."
Dit le simple Officier au Pâtissier:
"Je n'en ai pas du tout!

10. *Digerie, digerie, doge!*
La souris monte l'horloge.
L'horloge frappe,
La souris s'échappe.
Digerie, digerie, doge!

APPENDIX II
Location of Supplementary Instructional Materials for Everyday French

I. Board of Education

A. Audio-Visual Department

Sound Films (French Narration)

Why Study Foreign Language (B&W)-11 min.
Françouse et Son Lapin (color)-10 min.
Margúerite à la Ferme (color)-15 min.
Les Trois Ours (color) - 11 min.
Vacances en Normandie (color) - 11 min.
Le Famille Martin (B&W) - 11 min.
Histoire de Poissons (B&W) - 11 min.
L'Arrivée à Paris (B&W) - 11 min.
Au Restaurant (B&W) - 11 min.
Aujourd'hui Nous Visitons Paris (color) – 20 min.
Le Mont Saint Michel (color)-15 min.
Paris à Mon Coeur (color) - 15 min.

B. Office of Director of Foreign Languages

Filmstrips

Christmas Season
Ce Diablotin d' étoile
L'Arbre de Noël
La Petite Fille aux Allumettes
Les Fables de la Fontaine
La Cigale et la Fourmi – 6403
Le Lion et le Rat – 6404
Le Meunier, Son Fils et L'âne – 6405
La France No. 1 and No. 2

National Gallery of Art (Art of Royal France)
En Bretagne
La Douce France
Paris – La Ville Pour Flâner
Du Haut de Notre Dame de Paris
Tout Droit au Sacré Coeur
A la Plage
Promenade dans Paris
La Normandie
Quelque Châteaux de la Loire
Versailles
La Côte d'Azur
Mont St. Michel – L'Ascension du Mont
Mont St. Michel – Histoire du Mont et sa Merveille
La Ville au Moyen Âge
Le Château fort Militaire
Notre Dame
The Basque Country
Auvergne
Château de la Renaissance
Skimpy et un bon petit déjeuner

II. Buffalo and Erie County Public Library – Central Library

A. Films (English Narration)

1. Related to French Canada
Introducing Canada (20 min.–B & W)
Log Drive (30 min. - B & W)
2. Films related to France
Assault on the Eiffel Tower (25 min. – B & W)
Happy Anniversary Paris (12 min. – B & W)
I Remember Paris (10 min. – color)
Journey in France (16 min. – color)
3. Miscellaneous films
Bird Island (30 min. – color)
Pacific 231: train trip (10 min. - B & W)
Red Balloon –fantasy (34 min. - B & W)

B. Records

1. French Canada
Chants de Noël du Canada Français
Folksong Records
French – Canadian Folk Music
2. France
Chantons en Français: French
Songs for Learning French – Folkways Records (to accompany book by B & M Krones)
Christmas in France – Capital Records
Annie Beaumont et les Petits Chanteurs
French Folk Songs for Children – by Alan Mills, Folkways Record
French Folk Songs for Children – by Lucienne Vernay, Columbia Records
Vive la France – by Roger Wagner Chorale
Capital Records

C. Popular Songs

La Seine – You will Find Your Love in Paris
Music by Guy LaFarge
French Lyric by Falvien Monod & Guy LaFarge
Remick Music Corporation, New York, New York

Sous le Ciel de Paris – Under Paris Skies
Music by Hubert Girand
French Words by Jean Drejac
Leeds Music Corporation, New York, New York

Sous les Ponts de Paris–Under the Bridges of Paris
Music by Vincent Scotto

French Lyric by J. Rodec
Hill and Range Songs, Inc., New York, New York

A recording by Joni James *"Je t'aime"*, containing many popular songs including all of the above is an aid to classroom success in promoting this activity. – M.G.M. Records

Dominique – Soeur Sourire. The Singing Nun
Philips Records
Goldsmith Music Shop & Inc., 401 West 42nd Street, New York, New York 10036

III. Buffalo Public Schools

Pathescope-Berlitz Language Series - France
20 tapes with film strips (color)
Ecouter et Chanter – records
Ecouter et Parler – flashcards, tapes, transparencies
En Vacances – class sets of text, tapes
Life World Library: France
Premières Lectures Culturelles – class sets of text (Notions diverses sur la France; histoirettes et contes du pays)
Une Année en France – film strips, tapes with French and English commentary accompanied by script for teacher in both English and French)
Actualités Françaises d'Aujourd' hui – four levels (Stories, current events, anecdotes)
Circling the Globe with Speech – (Wilmac) records (describes life in France)

BIBLIOGRAPHY
Useful References for Teachers of French

1. Bibliographies, Resource Lists, and Services

American Association of Teachers of French
Catalogues of books, audio-visual materials, etc.
American Association of Teachers of French, National Information Bureau, 972 Fifth Avenue, New York, New York 10021

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Services Cultural Français, 972 Fifth Avenue, New York, New York 10021

Modern Language Association
Publications of Interest to Teachers of Modern Foreign Languages (issued every fall). Materials Center, Modern Language Association, 4 Washington Place, New York, New York 10003

Ollman, Mary J., ed.
MLA Selective List of Materials for Use by Teachers of Modern Foreign Languages in Elementary and Secondary Schools. Modern Language Association, 1962. (see above)

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3. Testing

Lado, Robert. *Language Testing.* New York: McGraw-Hill, 1964.

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a. For the Pupil

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Ça va. Scholastic Publications, Dayton, Ohio.

Chez nous. Scholastic Publications, Dayton, Ohio

Paris Match. Buffalo News Co., 1635 Elmwood Avenue, Buffalo, New York

Passe-Partout. McGraw-Hill

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5. Overseas Correspondence

Bureau de Correspondance Scolaire. Dr. Francis V. Guille, Director, College of Wooster, Wooster, Ohio.

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